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Teaching English through movement: An aid to develop writing

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**To my son, Matias. Thank you for your third grade
wisdom during my teacher training.**

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Abstract

This work reports on the Supervised Teaching Practice of English to third grade students at a public primary school. It explains the lessons taught on the didactic unit *My body and face*, through which the basic face and body parts were covered, as well as the initiation to short and simple personal descriptions.

The chosen teaching methodologies aimed at introducing the new contents through Total Physical Response and other movement activities, progressively leading the children to apply them to writing. Bearing this in mind, the teaching/learning of face and body parts was accomplished through a sequential format, beginning with movement to introduce the target vocabulary, followed by activities, which required the identification of the new words in flashcards. Finally, the sequence led to written worksheets or notebook exercises.

The aim is to integrate motor activities in the young learner foreign language classroom as an effective means to heighten students' motivation to learn English and develop skills, namely writing. Additionally, the advantages and disadvantages of implementing movement in the classroom are also considered.

The students' progress was determined through continuous assessment based on classroom exercises and observation. Their success was likewise confirmed through positive test results as well as through their favorable feedback concerning movement in the questionnaire, where they also expressed their desire to continue with this method in future English classes.

Despite some initial setbacks in the sequential order of applying movement in the classroom, the overall objective was fulfilled. Using movement to motivate students to apply their knowledge into writing has great potential with young learners of English. Besides benefitting the teacher's work, it also contributes to the students' academic achievement. In view of this, it is suggested that the potential of the future application of this method and its further development should be considered.

Key words: Young learners; Movements; Total Physical Response; Sequential Learning; Writing.

Resumo

Este relatório da prática de ensino supervisionada (PES) é dedicado ao tema *Teaching English through movement: An aid to develop writing*. A PES decorreu no segundo semestre do Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico, entre o fim de abril e o início de junho 2017, na Escola Básica Professor Oliveira Martins (POM) em Lisboa, que faz parte do Agrupamento de Escolas Patrício Prazeres (AEPP). Esta intervenção letiva realizou-se durante oito aulas de sessenta minutos cada, acrescida, no final, de uma aula de substituição por motivos da ausência prevista do professor de Inglês.

O relatório é composto por um enquadramento teórico do tema, juntamente com os métodos de ensino selecionados e as articulações destes em sala de aula durante a unidade didática da PES. No relatório é também justificada a seleção do tema lecionado, bem como a sua adequação aos conteúdos de ensino e o seu enquadramento curricular, tanto ao nível da escola como ao nível dos documentos nacionais de referência. É feita ainda uma descrição dos alunos a quem a prática se dirigiu, ao nível dos seus interesses, comportamentos e aproveitamento académico, como também da escola onde esta teve lugar e a localidade onde se insere. Para além disso, as características dos alunos são também referidas juntamente com os traços gerais da comunidade populacional circundante, de modo a poder dar um melhor enquadramento do contexto em que as crianças estão. Segue-se a descrição das aulas lecionadas e uma reflexão destas à luz do tema e das metodologias adotadas. Este trabalho termina com uma reflexão geral resultante desta experiência e o contributo do mestrado, como um todo, para a futura prática profissional da mestranda.

O tema do relatório foi selecionado em resultado da observação de várias aulas da turma 3ªA, entre outubro de 2016 e abril de 2017, como parte integrante da PES. Durante este período verificou-se uma passividade geral dos alunos face às atividades de aprendizagem. De modo a melhorar a dinâmica da turma, considerou-se proveitoso introduzir métodos que exigissem mais atividade motora por parte dos alunos, dinamizando assim o ambiente de aprendizagem. Para concretizar este objetivo, foi dada primazia a tarefas praticáveis através de movimentos, recorrendo ao *Total Physical Response* (TPR), do antigo professor de Psicologia James Asher (Asher, 2012). Ao estabelecer constantes diálogos interativos com os aprendentes foi também colocado em prática o método de ensino conhecido por *Communicative*

Language Teaching (CLT), defendido por vários especialistas (e.g. Richards & Rodgers, 2001). Desta forma, foi explorada a comunicação oral elementar, o que é relevante por ser um ponto de partida para alicerçar futuras comunicações de grau mais complexo.

Assim sendo, o relatório começa por apresentar no primeiro capítulo uma componente teórica no que concerne aos movimentos no ensino/aprendizagem, nomeadamente o TPR. Deste modo, apresentam-se os benefícios da implementação de atividade física em sala de aula, tanto como ponto de partida para a introdução de nova informação como na fase de consolidação. Abordam-se igualmente os benefícios desta forma de ensino/aprendizagem e como esta pode facilitar o desenvolvimento da compreensão oral, leitura, oralidade e, com especial ênfase, a escrita. Assim, explica-se a aplicação de movimento na sala de aula num âmbito sequencial de passos, partindo de suportes motores e gestuais, evoluindo para suportes visuais do mesmo conteúdo e, finalmente, culminando com a sua reprodução escrita. Ou seja, procurou-se estabelecer um fluxo de ensino/aprendizagem com uma determinada sequência, partindo do mais concreto para o mais abstrato, um processo explicado pelo psicólogo Jerome Bruner, conhecido pelo *sequential principle* (Bruner, 1975). Esta progressão de metodologias aplicadas teve como fim último conduzir as crianças à incrementação da escrita, para além de desenvolver a leitura, a oralidade e a compreensão oral. Adicionalmente, e de acordo com os profissionais da Pedo-psicologia, esta sequência adequa-se aos processos de aprendizagem das crianças nesta faixa etária.

Também neste contexto, confrontam-se as vantagens e desvantagens de aplicar a atividade física em sala de aula. É relevante mencionar que aumentar o interesse e motivação destes alunos foi outra razão para a escolha desta técnica. Antes de passar às aulas propriamente ditas, no capítulo dois é feita a descrição do contexto escolar onde a PES teve lugar bem como dos alunos. A turma em questão era composta por vinte e sete crianças entre os oito e os dez anos. Estes alunos tinham níveis variados de sucesso académico, desde aproveitamentos acima da média até graus abaixo das capacidades típicas desta faixa etária. Os alunos refletiam naturalmente as realidades dos seus ambientes familiares, que muitas vezes se caracterizavam por situações de carência económica e por um número significativo de população imigrante. Estas comunidades de imigrantes aglomeram-se tendencialmente em comunidades restritas, muitas vezes não dominando a língua

portuguesa, ou desconhecendo-a por completo, e normalmente possuem baixas habilitações académicas. Como consequência, alguns destes alunos não eram estimulados o suficiente nas tarefas escolares em suas casas, o que se refletia em sala de aula. É relevante igualmente referir que este agrupamento integra o programa governamental de Territórios Educativos de Intervenção Prioritária (TEIP), visando em grande medida a prevenção do abandono, absentismo e indisciplina escolares.

Passando para o capítulo três, neste é descrito as aulas cuidadosamente planeadas e implementadas tendo em conta a metodologia adotada. A escolha do tema central da intervenção letiva, *My body and face*, foi selecionado em articulação com a professora cooperante e o professor de inglês desta turma. O tema integrou o programa escolar e constou na unidade seis do respetivo manual de inglês, *New Treetops 3* (Howell & Kester-Dodgson, 2015a). A unidade didática criada foi articulada tendo em mente as *Metas Curriculares* (Cravo *et al.*, 2014) e as *Orientações Programáticas* (Bento *et al.*, 2005), que remetem para o *Quadro Europeu Comum de Referência para as Línguas* (Conselho da Europa, 2001).

Estas aulas procuraram respeitar as aquisições anteriores dos aprendentes de modo a garantir o respeito e a continuidade dos ritmos de aprendizagem. Desta forma, nesta unidade didática trabalhou-se, numa primeira fase, as partes mais simples do corpo humano (e.g. *arm, hands, mouth, feet*) e de seguida as descrições pessoais elementares com a estrutura *have/has got* (e.g. “*I’ve got black eyes and long blond hair*”). Iniciou-se ainda o vocabulário relativo à descrição de sentimentos como: *sad; happy; angry; scared*.

Tendo em conta o tema do relatório, os exercícios aplicados foram sendo variados, desde tarefas de TPR, jogos de *listen and say, flashcard pointing activities*, a cantos com gestos. Outras atividades igualmente relevantes foram as fichas escritas como a *Unscramble worksheet*, a *Description chart worksheet* e exercícios escritos no manual de inglês e outros realizados nos cadernos.

O progresso geral da turma foi avaliado através da observação direta, especialmente quanto às suas respostas orais e às atuações das atividades físicas. Consequentemente, algumas atividades foram readaptadas de acordo com o *feedback* das crianças.

Por fim, o capítulo quatro do relatório termina com a apresentação e reflexão dos resultados do teste de avaliação e do questionário (que serviu de auto-avaliação), bem como com várias reflexões da experiência de ensino. Nesta parte são realizados

os aspetos positivos e é também incluída uma reflexão sobre o porquê dos sucessos alcançados. Estes aspetos serão tidos em consideração em futuras práticas, o que contribuirá para a evolução profissional da mestranda e a aprendizagem dos alunos. As dificuldades sentidas, na forma de obstáculos, foram também alvo de identificação, tendo sido procurada uma explicação para alguns dos insucessos que foram constatados. Contudo, também foram sugeridas outras medidas para contornar essas mesmas dificuldades. Assim sendo, procurou-se assegurar sempre o objetivo a alcançar, que é o ensino/aprendizagem mais apropriado para as crianças, tendo em conta a sua própria motivação, de modo a promover o desenvolvimento global e não só o linguístico.

Em suma, o presente relatório permite demonstrar que a utilização de movimentos em sala de aula com crianças do primeiro ciclo é vantajoso ao nível de ensino/aprendizagem, incrementa o seu interesse e auxilia no desenvolvimento das capacidades cognitivas. Conclui-se que esta abordagem deverá ser aplicada em futuras aulas.

Palavras chave: Crianças; Movimentos; *Total Physical Response*; *Sequential learning*; Escrita.

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List of Abbreviations

AEPP – Agrupamento de escolas Patrício Prazeres

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

L1 – Native language

PP – Escola Básica Patrício Prazeres 2º e 3º ciclos

POM – Escola Básica Professor Oliveira Martins 1º ciclo e jardim escola

RIAEPP – Regulamento Interno do Agrupamento de Escolas Patrício Prazeres

RLF – Escola Básica Rosa Lobato Faria 1º ciclo e jardim escola

STP – Supervised Teaching Practice

TEIP – Territórios Educativos de Intervenção Prioritária

TPR – Total Physical Response

WHO – World Health Organization

Introduction

Teaching/learning through movement is believed to be a method through which children can cognitively, emotionally and physically benefit from. It has the ability to engage and motivate learners, especially younger ones. It also positively enhances the disposition of the learner; therefore, facilitating the learning process of listening, speaking, reading and writing.

Bearing this in mind, this report develops on the idea of how teaching through movement can benefit and aid the acquisition of students' writing when they write the target vocabulary they have already performed. Although writing is not the main skill focused on in the English as a foreign language (EFL) classroom in primary school, it still has an important role in social, academic and technological terms, so it should not be devalued with young learners.

To apply movement in the classroom, the instructor must first believe in its effectiveness and should seriously consider if it fits in with the students' interests and abilities. Next, the necessary resources to carry out this method should be taken into consideration, such as available space to perform the motor activities, songs or games that involve movement.

All these aspects were taken into consideration during the observation period of the Supervised Teaching Practice (STP) with a third grade EFL class. The students in question had an overly passive behavior, which did not benefit the overall learning disposition. In view of the aforementioned, I took on the challenge of implementing more movement in the classroom during my STP. This methodology was selected due to my belief that the introduction of more dynamic features would benefit the students and instill a more energetic atmosphere in class, motivating the children, incrementing their cognitive functions and leading them to write what they were learning with confidence.

As was agreed upon with both the cooperating teacher and the English teacher, teaching through movement as an aid to develop writing was the main target of the STP, which revolved around didactic unit six *My body and face* from the students' textbook (Howell & Kester-Dodgson, 2015). This unit addressed face and body parts vocabulary and comprised as well the initiation to personal descriptions, plus an introduction to some basic feelings.

Bearing this in mind, this report of my STP has been organized into four chapters, which explain how movements were employed in the classroom and presents the results of this experience.

In the first chapter, a theoretical background is given of movement and writing in the teaching/learning context. In addition, the advantages and disadvantages of implementing movement in the classroom are presented, as well as how it facilitates learning in general, and writing in particular. It likewise considers the practicability of a sequential form of learning (Bruner, 1975).

Chapter two focuses on the school context where the STP occurred, *Escola Básica Professor Oliveira Martins* (POM), and provides a description of the twenty-seven third grade students that were part of this teaching practice experience.

In chapter three the creation of the didactic unit, in accordance with the national curricular and didactic frameworks, is discussed. Next, the two teaching methods that were applied are explained. The main one, Total Physical Response (TPR) (Asher, 2012), requires movement, while the other one, Communicative Language Teaching (CLT) (Richards & Rodgers, 2001), focuses on the functional and communicative aspects of language. After this, a description and summary of each lesson is given.

The fourth chapter presents and analyzes the overall results of the teaching practice. It begins by describing the evaluation test that was carried out along with its results. Feedback of a self-assessment questionnaire completed by the students is presented and considered as well. This questionnaire aimed at receiving the children's opinions on general class issues, such as the teaching methods that were applied and the use of movement in future English lessons. The chapter ends with a critical reflection of the didactic unit, namely of the results obtained, the methods applied and how they contributed to my professional growth as a teacher.

In sum, the aim of this report is to show that using movement in the young learner EFL classroom can be an aid when learning new contents. In addition, it contributes to the development of cognitive skills, such as writing, while motivating students to learn a foreign language.

Chapter 1. From movement to writing

This chapter begins with a presentation and analysis of the benefits of teaching and learning through motor activities in the young learner classroom. Subsequently, a careful approach is provided about why writing should not be underestimated at a primary school level. Bearing this in mind, the process of how writing can be developed is considered. Lastly, the sequential relationship between learning through movement and writing is established, especially considering how the first can benefit the latter.

1.1. Movement in the young learner classroom

According to former Psychology professor James Asher, learning best occurs through physical action, such as pointing, touching, drawing, singing, miming and role-play. Asher considers Total Physical Response (TPR) as the ideal tool for foreign language learning, because it consists on the use of imperatives, such as “Throw the ball to Mary”, accompanied with a certain movement, which will assist the learner’s perception of the target language by simulating a real-life situation (Asher, 2012, pp.1-31-32). Therefore, TPR is very similar to our natural language learning process, since young children acquire new language through movements (*ibid.*, p. 3-20). Asher additionally defends that learning through movement is suitable for students of all ages and perfect for young learners at a primary school level, since children learn by doing (*ibidem.*). He further points out that TPR triggers the learner’s motivation and leads to the long-term retention of the information learned (*ibid.*, pp. 2-3 - 2-17).

Another author who defends the benefits of a more authentic learning environment is Paul (2014), when she states that making abstraction more authentic facilitates learners’ perceptions: “Physically acting out knowledge to be learned or problems to be solved makes the conceptual metaphors employed by our brains a literal reality” (Paul, 2014, par. 10).

In other words, when something abstract is made more concrete, learning is more effective. In order to reify a concept, Asher (1977) explains how our brains

lateralize information. For instance, the right side of the brain is more receptive to new ideas and listens and communicates through physical action, whereas the left side resists change and can communicate through speech after having internalized enough of the language code. However, once the new content is internalized or reified, it will be very difficult for it to be removed or changed (Asher, 2012, p. 2-25). So what method may be applied for students to learn in an efficient way?

In the classroom, movement is a key approach to internalize new contents and it can be articulated in young learners' lessons through several activities, such as pointing to the correct image when the teacher calls out a command (e.g. "Point to the long arms. / Point to the short arms."). Pointing stimulates both the inner ear and cerebellar motor activity system, which is the first sensory system to mature in children. Additionally, combining speaking and movement is also an outstanding tool for teaching; it can be done through chanting and miming the lyrics of a song.

Asher states that the positive atmosphere generated by game-like movements also creates a predisposition for students to learn (Richards & Rodgers, 2001). While they are performing a fun game, they are stimulating their motor activity system and their cognitive skills; hence, physical activities should be valued in the classroom. The reason for this lies on the fact that physical action is especially appropriate for younger learners, since it is not enough to explain reality to them. Therefore, since they perceive new information through first-hand experience, TPR is ideal for this age group. This physical response activity is what Swiss psychologist, Jean Piaget, referred to as *constructing reality* (Piaget, 1966 *apud* Asher, 2012, p. 2-18).

Neuroscientific research has proven that movement and cognition are intimately connected. Understanding the brain is very important to understand why movement is so linked with learning. The cerebellum has been identified as the part of the brain that processes both learning and movement (Jensen, 2005, pp. 61-62). So, learning through movement, as argued by Asher (2012), is perfect for primary school students, since it is the age when the inner ear and cerebellar motor activity system mature. This system helps maintain balance, put thoughts into actions and coordinate movements. That is why children's typical playground activities are valued, especially those that stimulate inner-ear motions, such as swinging, rolling, jumping and pointing. By doing these stimulating physical activities, the cognitive abilities are being stimulated (Jensen, 2005, p. 62).

Movement is so vital that the World Health Organization (WHO) recommends its increase on a daily basis for a healthier life. According to its latest fact sheet on this issue, schools have safe spaces and facilities for students to spend their free time actively (WHO, 2016, par.16). In line with trying to increment more physical activity, schools have the opportunity to apply more movement right in the classroom, which benefits students at a physical, intellectual and emotional level.

Moreover, movement can be an effective strategy in the classroom to learn something new, consolidate something already learned and even motivate the learner to learn in a fun way. This is so, because moving oxygenates the brain, increases brain mass and cell production, and in general, fuels the mind, according to the U.S. National Library of Medicine (Medline). Movement additionally organizes the integration of new input with the already stored data; therefore, creating a perfect bridging and perception of information (Medline *apud*, Jensen, 2005, p. 62).

- **Advantages and disadvantages of movement in the classroom**

Movement can engage students to a great extent and enhance their motivation in the classroom. It has the ability to reduce the stress typically associated with the learning of a foreign language. This approach is highly intertwined with an emotional state of informal, stress-free well-being, which facilitates learning (Asher, 2012, p. 2-4). It is known that information learned through strong feelings is more easily perceived and recalled, as Jensen states: “Whether we get scared out of our wits or experience an ecstatic love fest, nature wants us to remember the incident that caused that reaction” (Jensen, 2005, pp. 55-56).

Additionally, a collective symbiosis is inevitable when applying movement in the classroom, promoting a sense of inclusion and equality among the students, because they are all performing the same motor activities. This is true even for students with special needs, those with behavioral problems and those diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), as explained by Nina Fiore, a practitioner in the educational field. Some support teaching through movement might go so far as to regulate some misbehavior, because students engage and concentrate on the motor activities (Fiore, 2014, par. 3-4). Fiore goes on to also state that incorporating movement or exercises results in students with more successful cognitive, behavioral and motivational benefits:

Movement is one of the most beneficial ways for all children to engage with and retain the information they are being taught in school. It makes lessons more engaging and memorable, it helps students focus, it regulates student behavior, it helps foster inclusive environments for all children, and it makes children want to come to school every day. (Fiore, 2014, par. 15)

In line with Fiore's statement, applying physical activities in the classroom has shown to increase students' memory skills and helps stimulate a favorable learning atmosphere, which will lead young learners to want to repeat such learning practices.

The intention of teachers when applying movements, such as TPR, is to generate pleasurable experiences to facilitate the learning process and not to promote negative experiences. So, how do positive emotions assist learning? Jensen (2005) states that pleasurable events and body movements enhance the production of dopamine, a beneficial hormone linked with pleasure, positive emotions and cognitive functions in the human nervous system (Jensen, 2005, p. 79). Another supporter of the benefits resulting from positive emotions in learning experiences is Julian Edge, a senior lecturer in the International Association of Teachers of English to Speakers of Other Languages (TESOL). Edge points out that language learning is more effective and memorable through favorable events, as he puts it: "Positive emotional involvement leads to effective learning" (Edge, 1993, p. 19).

On the contrary, how do negative emotions affect the learning process and memory skills? Jensen states that stressful events lead to the release of harmful hormones into the nervous system, such as glucocorticoid, which in big quantities does not enhance cognitive functions (Jensen, *ibid.*); therefore, these adverse situations are not recommendable. Bearing this in mind, the World Health Organization (WHO) recommends moderate exercise to enhance cognitive processing.

Another possible disadvantage of implementing movement in the classroom is student unsettledness. This negative aspect might occur if students are not accustomed to performing physical activities during their lessons, in which case, the instructor should progressively apply brief physical activities to create a routine. Additionally, lack of classroom space might present an obstacle to practicing motor activities. Furthermore, physically active tasks are not recommended following playtime when students are already energized; therefore, leading to unnecessary

commotion. In this case, more soothing activities are called for and movement related exercises could be later applied.

Nevertheless, the implementation of motor activities is recommended and it should be pursued in the classroom, since it greatly contributes to learners' well being at a physical, emotional and cognitive level. It can also play an important role in the development of several skills, namely writing. Bearing this in mind, the following section will consider the acquisition of writing, its importance, and how movement can be an aid to it.

1.2 The development of writing

Movement can be an aid to writing when students write about the movements they have performed. Believing that currently little time and value is invested in writing, we can ponder if it is wise to increase efforts in the development of this skill at a primary level. The essential question is: How important is it to teach writing to young English learners? Writing is a useful and indispensable tool in many areas. It is not merely instrumental, but a social task, as well. Encouraging young learners the habit of recording and communicating in a written form for a social purpose is a powerful tool, as stated by Leite:

(...) o ensino da escrita no 1.º ciclo não é apenas instrumental, mas também social, procurando criar na criança a necessidade de registar e comunicar por escrito, o que exige a apropriação das técnicas e procedimentos adequados (Barbeiro & Pereira, 2007; Martins & Niza, 1998). (Leite, forthcoming, p. 14)

Additionally, Scrivener (2011, p. 234) states that writing has a prominent status in the technological and digital fields, so it should continue to be pursued in school. In spite of its challenges, children enjoy writing very much, and in many schools today it is possible to have children copying simple sentences or one-word messages on to a computer. By doing so, they are preparing for future activities in the technological environment. Although the need for writing longer texts has decreased, shorter and abbreviated written communication has grown, especially in the technological area.

Scrivener (2011) further indicates several reasons why this skill should continue to be pursued in the classroom. According to him, writing is still an imperative requirement not only for academic work, examinations and business writing, but also for taking notes in class. In addition, it also involves careful thought, allows for creativity and may play a key role in calming down a noisy class (Scrivener, 2011, pp. 234-235).

Moreover, teachers should encourage real-life writing activities, either by simulating writing emails or postcards. Scrivener (2011) goes on to explain that while the completion of written exercises are useful to learn grammar, for example, they do not particularly contribute to instill better writing skills, per se; whereas, the writing of texts, whether with immediate teacher feed-back or not, is aimed more at the fluency of the language and allows for creativeness (*ibid.*, pp. 235-236).

- **Writing process**

Following this idea of creative and autonomous writing on the one hand, or limited and restricted writing on the other, writing tasks can either be of reproduction or production. The former basically involves the transferal of contents being worked on from the board to the notebook, and is typically the result of work done collectively in class; while the latter is a result of an intentional, planned form of creative writing and implies a process. As stated by Linse (2005), this process involves a prewriting activity, the actual writing, revision, editing and publishing.

The prewriting is when students, with the teacher's guidance, review the necessary contents, such as brainstorming what will be used in the written assignment. Alternately, this revision can be a conversation between teacher and students, it can be drawings of the contents being revised, miming learnt lexis, image labeling and so on. Through this preparation, the teacher actively engages the students in the theme of the written assignment. It is equally recommendable to get students excited about writing, either by having the contents fresh in their minds or by arranging game-like activities that involve writing. Therefore, prewriting is an excellent preparation to make children feel comfortable and confident with the written task (Linse, 2005, p. 102).

Children are capable of performing well-written activities, as long as the selection and progression of the contents are carried out according to their capacities,

or as coined by Bruner, *learner appropriateness*, according to which, anything can be taught to young learners, as long as it is adapted to their cognitive level. The main feature of this key concept is that the information must progress, as much as possible, from the concrete and experiential to the more abstract (Byram & Doyé 1999, p. 145).

The actual writing is the next step and the idea is to get children to complete simple written tasks with the recently reviewed contents. Writing in young learners seems overwhelming from an adults' perspective, as most children struggle to write in their own native language (L1), let alone write in a foreign language. Perhaps an additional obstacle is that writing is so abstract. A disconnection from social interaction is necessary and the mental construction of a certain situation must be made (Bruner, 1975, p. 110). So, how can this be accomplished at an early stage? Writing on their own complex texts or a full composition in English is not expected, but there are other written tasks they can accomplish.

Pesce (n.d.) suggests that an early start in writing is beneficial for developing subsequent writing skills. As she puts it: "(...) it's a good idea to get them started on writing as early as you can. They'll be better equipped to tackle those lengthy writing tasks later" (Pesce, n.d., par. 2). Bearing this in mind, Pesce (n.d.) suggests seven writing tasks teachers may use in English as a second language (ESL) classes: Word jumble; Complete the story; What is happening in this picture; Story with a twist; Let's write together; Yummy writing; What's missing? (*ibidem.*). These tasks are suitable for 1st cycle English classes as well, and may be used to implement or brush up writing skills.

The following step in the writing process is the revision. During this phase the teacher normally gives feedback on the writing. Criticism and praise are also useful in this stage and comments can provide suggestions where improvements may be made concerning grammatical aspects and writing down ideas (Linse, 2005, p. 108). Linse points out that most children feel that once their piece is written that it is finished. Therefore, it can be difficult and even painful to accept the revision and the following step, which is the editing process. In this phase, Linse advises that children go through their written assignment, at least once, with a teacher-supplied checklist and examine what they have incorrectly written. It is important to inform young students that there is nothing wrong with rewriting their work in this editing phase (Linse, 2005, p. 109).

The last step in the writing process is publishing, which implies finalizing the written piece into a presentable format for others to read. Publishing can be the display of their work and is therefore a great way to motivate their desire for future writing assignments (Linse, 2005, p. 109).

1.3 Sequential principle of learning

Bruner, a renowned psychologist, theorist and author in the educational field, states that learning happens through a sequential order of the information received, and this sequential order influences perception (Bruner, 1975, p. 56). This principle is based on learning by discovering or enacting new information. In other words, learning occurs when the learner discovers by doing the knowledge. This discovery/performance is carried out through a certain sequence, starting with the simple and concrete, and progressing to the complex and the abstract (Bruner, 1975, *apud*, Veiga, n.d.a., p. 2). This learning progression is known as sequential principle and it is the way through which students receive the learning content and how this influences their perception of it.

There are numerous sequences and no one sequence is perfectly applicable with similar results for all students. Such diversity is a result of varying factors, such as the type of information being taught, the student's stage of development and the inevitable uniqueness of each individual. Still according to Bruner, the normal intellectual development in young learners starts with the active representation of the new information, through which he/she prompts insight. From thereon, the student progresses to a visual representation of the same information, and lastly, reaches the new information in writing, understandable by the learner at this point (Bruner, 1975, p. 21). It is therefore believed that this is the optimum sequence of learning, starting with the concrete and progressing to the abstract. It is likewise accepted that when students have a more advanced linguistic knowledge, as with older learners, the first two stages, the active and visual, can be skipped. However, this exclusion entails the risk of students losing the objective of problem solving (Bruner, 1975, p. 56).

Altogether, there is a progressive link between motor skills and writing. The paramount question is: Why is movement an aid to writing in young learners? As was previously put forth and in line with Bruner's sequential principle, one of the

main principles of this learning theory, action can effectively lead to writing. By applying the sequential principle, movement is being strategically used to facilitate the abstract form of the learning content in its written form, in a logical and almost innate manner. Young learners naturally perceive by “doing”, such as miming or acting out new lexis and structures, and from there on are progressively led to more abstract notions concerning the same content.

The sequential principle is very appropriate for young learners and coincides with Piaget’s cognitive development. According to his theory, children between the ages of 7 and 12 have more concrete cognitive learning abilities (Piaget & Inhelder, 1966, pp. 85-91). Therefore, Piaget’s theory fits in smoothly with Bruner’s sequential principle, in which a topic is introduced through concrete activities, passing on to a visual representation and lastly, reaching a symbolic and abstract representation, as in written language. With Piaget’s psychological theory in mind, children in this age group have acquired the practical notion of conservation, meaning that even though something suffers transformations, it can still remain the same object. In other words, children understand that something reversible still remains invariable (Piaget & Inhelder, 1966, pp. 90-115). This is paramount to learning something new and to understanding and dealing with it in various formats, such as through imagery and in words.

Classroom lessons based on this sequence make learning quite efficient and appealing to children. It is an appropriate means to introduce young learners to new acquisitions, first through the simple, concrete and real, and then progressing gradually to the abstract and more complex features of the same information. According to Bruner, this process mirrors the intellectual development and perception of young learners (Bruner, 1975, pp. 20-21).

Teaching through motor skills can easily be transferred to reading and writing, especially if there is a good connection between phonology and orthography. Unfortunately, this is not the case with English; nevertheless, as presented by Asher (2012), the transfer is impressive, assuming that students are already literate in their L1. In sum, the main feature of this key concept is that the nature of the information must be concrete and experiential, as much as possible, as well as systematically arranged, i.e. progressing from the simple to the difficult (Byram & Doyé 1999, p. 145).

Based on the arguments presented, writing is not a finished product, but an evolving process. This skill should not be devalued as something too demanding for young learners and they should be given support to feel confident enough with their writing, whether it be with word and image matching activities, simple word tasks or simply forming sentences. Whether teachers apply shorter written tasks, so as to meet the current communicative demands, or practice longer writing tasks to allow for more creativity, the truth is that writing is still useful for schoolwork, social communication and technological applications, just to mention a few areas.

According to some authors, learning with motor activities enhances students' preparation for other skills, such as writing (Asher, 2012, pp. 1-2) with higher academic achievements (Palmer *apud* Jensen, 1998, p. 24). It can be stated then that by applying movement in the classroom there is an investment in the learners' success in speaking, reading and writing in a foreign language.

Today the essential question teachers and society need to consider is: Are children expected to remain quiet, controlled and passive in class? The answer lies on the fact that in reality using motor activities in the classroom is much more advantageous than not. In fact, it is so beneficial to teach with movement that even the less advantageous features can be overcome with patience and persistence. Teaching through movement is growing in popularity and it is indicated for all learners, as has been discussed. The idea is essentially to discover and implement stress-reduced learning experiences in the classroom, which heighten motivation levels. When teaching young learners, a variety of styles are crucial, and while sitting quietly is indicated for some type of work, such as written exercises, this will solely be feasible for short periods of time.

Considering the ideas presented, it may be put forth that students learn better by performing active tasks in the classroom, which in turn may contribute to actively engaged citizens, therefore benefiting their role in society. Bearing this in mind, it can be concluded that learning with the aid of movement not only contributes to more participative citizens, it can additionally enhance students' well-being, in general, and develop several skills, namely writing.

Chapter 2. School context

In order to understand where my STP took place, this chapter presents the school context as a whole, in other words, the Agrupamento de Escolas Patrício Prazeres (AEPP), named after Augusto Patrício dos Prazeres (1859-1922), a highly renowned professor in the former Instituto Industrial e Comercial de Lisboa, as well as Escola Básica Professor Oliveira Martins (POM), where I taught. It begins by describing the school group and school itself, as well as its location, organization, staff, educational project and infrastructures. Afterwards, a description of the class I worked with is provided, with particular attention given to the class dynamics, the teachers involved and the children's relationship with the English language.

2.1. School description

In this section, relevant facts about the school group and its organization are discussed, along with features of the student population. Furthermore, a more detailed description of POM is provided, such as facts concerning the area where it is located, some brief historical references and its resources and infrastructures.

- **Location**

The AEPP is located in the parishes of Penha de França and São Vicente in the eastern section of Lisbon (Figure 1). It comprises three schools: Escola Básica Patrício Prazeres 2.º e 3.º ciclos (PP), which is the main school; Escola Básica Professor Oliveira Martins 1.º ciclo e jardim escola (POM), where the STP took place, and Escola Básica Rosa Lobato Faria 1.º ciclo e jardim escola (RLF).



Figure 1 - Agrupamento de Escolas Patrício Prazeres
(*Projeto Educativo 2015-18*, p. 5)

EB1/PP - Escola Básica 2.º/3.º ciclos Patrício Prazeres.

EB1/JI POM - Escola Básica 1.º ciclo Professor Oliveira Marques.

EB1/JI RLF – Escola Básica 1.º ciclo Rosa Lobato Faria

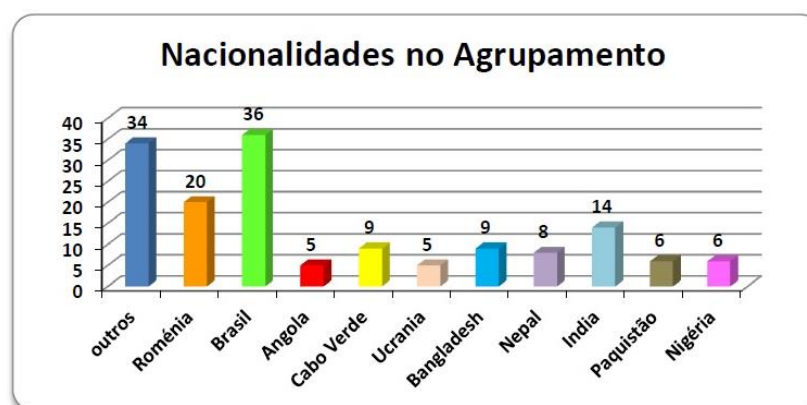
In the particular case of POM, it is located in the parish of Penha de França, an area rich in historical artifacts, with traces of human settlement throughout the ages. There are records of noble families who lived in this area of whose surnames have been attributed to streets and areas (e.g. *Alto do Valejão*, this designation was the name of a noble woman known as a *Varejoa*) (RIAEPP, 2014, p. 4). Traditionally, Penha de França was strongly aristocratic, a trait that has been diluted since the mid-nineteenth century. Albeit, a few old noble mansions can still be observed and some continue to be maintained by the families or have been transformed to serve other purposes. Therefore, the Penha de França area is characterized for its mixture of recent and older buildings and, although it is not a central area of Lisbon, it has very good means of public transit, such as buses and taxis, with nearby shopping areas and health centers.

Today, this area is strongly inhabited by a diversified type of population, with a significant number of immigrants coming and taking residence from different parts of the world, most of which have a low level of Portuguese, if at all. They tend to organize themselves in restricted communities, making a living through small local family businesses.

- **School group characteristics**

The school group offers schooling from pre-school to the ninth grade. The predominating students' socioeconomic and cultural backgrounds are generally low, due to their families' precarious academic skills and labor situation. Therefore, the lack of academic success and economic difficulties are visible among the majority of the students. Many of them live either in single parent households or with other family members, foster families or institutions. This lack of family stability clearly affects the students' school performance, since they are not sufficiently stimulated at home to be more dedicated to their schoolwork. For most of these students, school is not their main interest. Nevertheless, they admit that it is an important and safe place for them, where they can benefit from their classmates and helpful teachers. To overcome these challenges, the school group endeavors to support these students in many ways, as shall be mentioned further on.

This school group is also characterized for its multicultural diversity, with many students living in closed cultural communities and ethnical circles. In many cases, their first household language is not Portuguese and this factor does not benefit their achievement in school, as they are unable to accompany the normal school work. This inadequate family and community support is reflected in many students' poor academic outcomes. This multicultural diversity is visible in graph 1.



Graph 1 – Nationalities of the AEPP. Source: *Plano Plurianual de melhoria 2015-2018, Agrupamento de Escolas Patrício Prazeres* (2016), p. 3.

Of the total number of 756 students of the AEPP, 152 are from immigrant communities, as is shown in the graph above, representing 20% of the school population. The largest community is Brazilian, followed by Romanian and Indian.

As it is evident in Figure 2, the immigration origins are diversified, with nationalities ranging geographically from almost every continent.

- **School group organization and staff**

The school group's administrative and pedagogical organization is composed of three main councils, each composed of various subordinate divisions, as shown below in Figure 2. The General Council is responsible for the strategy and activities of this school unit. It is made up of a Director, the Pedagogical Council and the Administrative Council. The Pedagogical Council is responsible for the pedagogical and didactic issues of the school and all teacher training. As for the Administrative Council, it deliberates over the school group's financial and administrative issues, as well as building related matters.

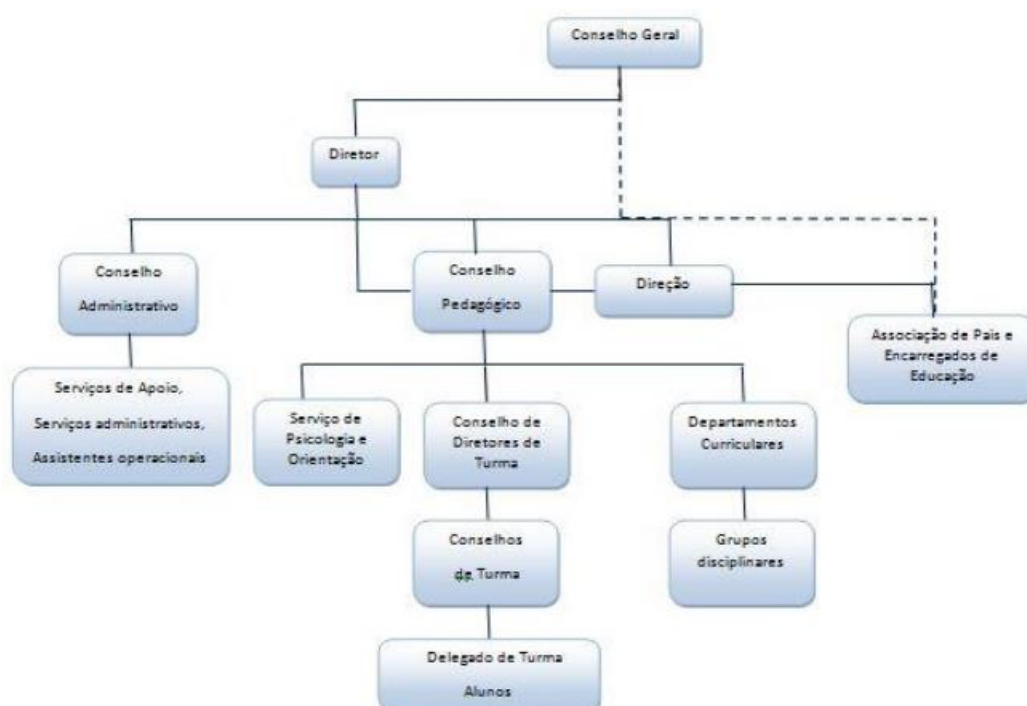


Figure 2 – Organigram of AEPP. Source: *Regulamento Interno do Agrupamento de Escolas Patrício Prazeres* (RIAEP) (2014), p. 12.

As for the teachers in the AEPP, in the 2014/2015 academic year there were a total of seventy-three teachers, of which forty-five were permanent and twenty-eight had contracts, according to the school group's *Plano Plurianual*. In the last few years, there has been an increase in the number of non-permanent teachers (with a

contract). This instability, more often than not, leads to difficulties in the organization of the schoolwork, due to the new teachers not being accustomed to the typical dynamics of the school, which unavoidably affects the quality of the teaching.

Regarding the staff, the school group currently has eleven operational assistants, of which three are stationed at POM; however, the number is insufficient for each of the schools' needs. Annually, in an attempt to fill in this gap, special work contracts are established with unemployed citizens, but this has proven to be inadequate due to their lack of training in the educational field. The school group also has a shortage of technical assistants, being there currently only five.

- **Educational project (*Projeto Educativo*)**

The school group's objective is stated in its referential document, the Educational Project (*Projecto Educativo 2015-2018*), which mirrors the national law on education (*Lei de Bases do Sistema Educativo e o Decreto-Lei 137/2012*). This document redefines the school group's profile, which is currently within the *Território Educativo de Intervenção Prioritária* (TEIP¹) program (since the 2012/2013 academic year). As stated in this document, the general goals and objectives for the 2015-2018 period are to meet students' and families' needs within the community, to promote both global education and citizenship values, along with preparing students to be autonomous citizens and promoting social justice for all in a constant changing world. In sum, the AEPP envisions itself focused on education for citizenship (*Projeto Educativo do Agrupamento de Escolas Patrício Prazeres, 2015-2018*, 2016, p. 4).

Within the scope of the TEIP program, psychological and social services are also available through the *Serviço de Psicologia e Orientação* (SPO) and *Gabinete de Apoio ao Aluno e à Família* (GAAF). These organisms work with students and their families in order to deal with private issues that may affect the students' school behavior, habits and performance. Through this program, social subsidies have been attributed to families in need. Furthermore, the Educational Project states that the issues of indiscipline and low academic performance are implicitly linked to the area's low socioeconomic and cultural reality. The program additionally provides

¹ A governmental program that aims to prevent drop outs during compulsory schooling, to reduce indiscipline and to promote educational success for every student (, par.1).

measures that aim to increase educational success, and to decrease indiscipline and early school dropout rates.

Additional services are provided through the TEIP program to students with special educational needs, such as those with Autism and those with reduced mobility, namely the: *Unidade de Ensino Estruturado para Autismo para os alunos do 1.º ciclo* for students with Autism in the first cycle; the *Unidade de Ensino Estruturado para Autismo para alunos do 2.º/3.º ciclos* for students with Autism in the second and third cycles; the *Unidade de Apoio Especializado à Multideficiência* for students with multi-deficiencies; and *Educação Especial* (NEE) for students with special educational needs. For instance, POM currently has seven students with special educational needs integrated in classes across different levels of education.

Lastly, the school group offers a number of afterschool activities (*atividades extra curriculares/AEC*) and family support (*Componente de Apoio à Família/CAF*) through various protocols with the parishes of São Vicente and Penha de França. These protocols include a variety of activities, such as music, gym, sports and art.

- **Infrastructure and resources**

POM was built in 1955 and not many changes have been made to its original structure, which is in need of renovating. In spite of this, the school is functional and has a spacious recreational outdoor area for the students, a study room and a cafeteria.

In terms of technological resources, POM has a total of three interactive boards in its classrooms and has Wi-Fi Internet connection, which is made available by the municipality. Teachers normally have at their disposal media equipment for use during class time, such as video projectors and CD players, but due to a burglary in the summer of 2016, not all of the technical apparatus was available during the time of this STP. Any necessary device for video or CD playing needed to be requested to the main school. Another alternative is for teachers to use their personal laptops and portable speakers (which was the case in my STP).

In addition, the main school, PP, is equipped with a wide variety of extra-curricular options and workspaces. It has a library open to all students, teachers, employees, parents and to the community at large. It is integrated in the *Rede de Bibliotecas Escolares*, which is a national program launched in 1996 by the Ministry

of Education and Culture. This program aims to develop and maintain public school libraries open and available for everyone to read and access technological equipment.

The school group also offers other activities and work areas, such as an athletic club, which is the oldest organized project in this group. Work areas include a study hall, to which all students have access to during their breaks or when their teacher is absent. An equipped computer room is available in the main school as well as a math room, where students can learn through activities and games aimed at improving their math skills. Additionally, the group has a special education room for students with special educational needs. The school also has a room for multi-handicapped students, where they receive personal schooling aimed at their integration in the normal classes. Teachers or school employees supervise all of these extra-curricular activities and spaces.

At this school group teachers also have free access to the photocopying machine in the teachers' room, though teacher trainees do not. To cover this situation, my cooperating teacher helpfully arranged a special rechargeable magnetic card for me to use at the school photocopy shop.

2.2. Class description

My assigned class, group 3^oA, had a total of twenty-seven students of which fourteen were girls and thirteen were boys, all between the ages of eight and ten. It is worth mentioning that one of these twenty-seven students was repeating the third grade and two others had a learning impairment. Of these two latter students, one benefitted from the NEE program, while the other was waiting for further testing, but who nevertheless had obvious diminished learning abilities. For an easier reference, they are both referred to as students with special educational needs in this report.

This class was multiculturally diverse, in line with the rest of the school group's characteristics. As previously mentioned, this diversity is a result of the multicultural and ethnical immigration influx occurring in this area in recent years. There are various cultural and ethnical backgrounds among these students, ranging from Romanian to Indian, Brazilian, Angolan and Ukrainian.

It was the first year of curricular English for class 3^oA, and in general, these young learners were dynamic, bright and interested in learning this foreign language.

They had diverse levels of learning; while some had had successful grades in English in the first period, ranging from Good to Very Good, others had had average grades.

Due to either financial issues, or possibly as a result of parents' priorities, two of the children did not have their own English books. This problem was overcome with these students following their classmates' books and copying and completing the exercise answers into their notebooks. Fortunately, each of them had above-average learning abilities, and their participation and performance in lesson activities did not seem diminished by their lack of English books.

As for the classroom itself where the group had lessons, the walls had a lot of chipped painting due to taped school work from previous years; however, since the children are continuously creating new drawings and other decorative assignments, the walls are gradually covered as the school year goes by.

A positive aspect of the classroom is its natural lighting. There are large windows, which cover an entire side of the wall, so the students and teacher enjoy an abundant amount of outdoor light during class time. As for the wooden desks and wooden chairs, they are of age, but very well kept and sturdy.

Lastly, I had the pleasure of meeting and discussing the class dynamics with the teachers of class 3^oA. The generalist teacher, Sandra Gonçalves, was with them for the most part of the day and taught them Portuguese, Mathematics and Social Studies (*Estudo do Meio*). José Honório was their English teacher and had class with them on Tuesdays from 2pm to 3pm and on Fridays from 9am to 10am. My cooperating teacher, Teresa Hipólito, a third cycle English teacher, was my main contact at POM throughout my STP.

During my teacher training I also attended two first cycle teacher meetings in the school group. These meetings were typically held at least once every semester to allow teachers to crisscross information on the teaching/learning experience as well as on the students. Success rate charts of each class were displayed during these meetings, including one for class 3^oA. It included the students' averages for English and other subjects, as well. These teacher meetings were beneficial for the teaching practice, since they provided me with a broader understanding of the students' academic characteristics in other curricular areas and of some personal aspects that needed to be considered, even for English. It was noted as well that the majority of these students, as is the typical trend of the AEPP, were not sufficiently stimulated at home, if at all, to enhance their schoolwork performance. However, as a whole, these

students were being prepared to become well-succeeded citizens. Regardless of their issues, the class worked well as a group, especially if kept busy and motivated.

This chapter has taken into consideration POM's distinctive features (as part of the AEPP), namely its surrounding community, its inhabitants, its physical structures and student population, which together influence the educational reality that was encountered. All of these issues, articulated with the specific learning traits of class 3^oA, resulted in the selection of what was considered an appropriate teaching methodology – using movement to stimulate learners' writing skills –, which is analyzed in the next chapter.

Chapter 3. The didactic unit

This chapter begins by presenting how the objectives for English teaching in the first cycle stated in the *Metas Curriculares* (Cravo *et al.*, 2014) and the recommendations in the *Orientações Programáticas* (Bento *et al.*, 2005) were articulated into the didactic unit. The second section introduces the various teaching methodologies applied during the referred unit and explains how they fit into the lesson rationales. Lastly, in the third part of this chapter, each of the nine lessons are summarized and discussed in detail.

3.1. Curricular framework

The preparation of this didactic unit was carried out according to the *Metas Curriculares de Inglês* (Cravo *et al.*, 2014) and took into consideration the *Orientações Programáticas* (Bento *et al.*, 2005). According to the former, oral competencies should be given priority in the classroom activities (Cravo *et al.*, 2014, p. 3). However, it does not overlook the need to develop writing and characterizes it as an appropriate consolidation tool, in articulation with reading and listening. Additionally, and among other recommendations, visual, audio and gestures should be used as a backup to consolidate the lesson contents (Bento *et al.*, 2005, p. 13).

The *Metas Curriculares* define several points that students should be able to achieve by the end of the A1 level of English. To better adapt the teaching process according to this framework, the *Metas Curriculares* are organized within seven domains applicable to the third and fourth grades, which are the Intercultural Domain, Lexis and Grammar, Listening, Spoken Interaction, Spoken Production, Reading and Writing. Each of these are explained, taking into consideration why and how different aspects of these referential domains were articulated into the lessons of the didactic unit, with practical examples of each.

Although the stated domains are mandatory for English teaching in the first cycle, some flexibility is allowed in what concerns changing the order in which the contents are taught. Such was the case during the STP, in which identifying parts of the human body, regarded as fourth grade acquisitions, was applied and included in

the English program for the third grade in the AEPP Language Department, as well as in the adopted English book *New Treetops3* (Howell & Dodgson, 2015). Another example of the mentioned flexibility was identifying ordinal and cardinal numbers during the warm-up routines when asking the lesson numbers and dates, both of which were frequently practiced in higher numbers, and which are categorized as a fourth grade objective.

- **Intercultural domain**

According to this domain, young learners should begin to identify themselves individually and those around them. This is an important aspect of communication to commence a dialog, for example. This was introduced and practiced by learning body parts and producing simple self-descriptions, as well as describing others (Cravo *et al.*, 2014, p. 7). For instance, the students learned how to say: “Hello, my name is ____” and “I’ve got long, brown hair and brown eyes.”

Some awareness of the diversity of personal traits was also brought to the students’ attention and used to promote interaction among them, given that describing oneself and others establishes a dialog between different people and therefore, diverse realities. Although this procedure was done solely with eye and hair colors, this particular group of multicultural students became aware of and dealt with diversity right in their own classroom in a natural way. Teaching in a way that leads children to both recognize and respect what is similar and different is also one of the targets of the *Orientações Programáticas* (Bento *et al.*, 2005).

- **Lexis and grammar**

This domain is an extensive one, and the *Metas Curriculares* recommend that it be implicitly taught and practiced in the third grade, whereas in the fourth grade it can be dealt with explicitly. Lexical and grammatical structures as well as chunks should be favored over isolated vocabulary; however, it does not devalue the importance of the latter, as long as it is integrated within a communicative context and transversally within the other referential domains of English teaching.

Additionally, they should be regarded as a referential starting point. In other words, if these objectives are fulfilled, the teacher may go beyond them and expand

the young learners' knowledge in English (Cravo *et al.*, 2014, p. 5). However, all of the contents implicitly taught in the third grade, according to a content-based teaching (CBT), should be explicitly consolidated in the fourth grade (Cravo *et al.*, 2014, p. 6).

As stated in the *Metas Curriculares*, identifying numbers up to twenty, the days of the week and weather conditions are expected to be learned at an A1 level. These acquisitions were practiced in every lesson during the didactic unit in the so-called warm-up routine, when the teacher asked the students, "What's the lesson number?", "What day is it?" and "What's the weather like?". The students applied vocabulary in an authentic context, and therefore, implicitly consolidated vocabulary, question words and numbers beyond twenty.

Another referential point, which was frequently put into use throughout the lessons, was identifying colors. This was carried out largely with personal descriptions, such as: "She has got red hair and black eyes." Once again, the students consolidated colors in an implicit manner, which they had previously learned early in the school year. The adjectives "long" and "short" were also worked in articulation with hair colors in several personal description activities, for instance, in the description chart worksheet (Appendix 4), in which the children needed to fill in the gaps and complete personal description structures, such as: "He has got green eyes, and short, brown hair." As for the adjectives "big" and "small", these were applied in the game-like activity *put the pictures in order* (Appendix 4).

As proposed by the *Metas Curriculares*, several structures were practiced within the production of sentences: "I've got.../He has got.../She has got..." and "I'm...", as were the singular personal pronouns (I, he, she) when identifying which applied to a character, either visually or by listening to an audio recording. Particular theme-related word chunks were likewise introduced and amply practiced in personal description structures throughout the lessons, like: red hair, brown hair, blue eyes, green eyes, and so on.

Lastly, nouns, both in the singular and plural, were widely put into use through TPR and other movement exercises, such as playing a body parts song and miming these to the lyrics.

- **Listening**

Audio comprehension was practiced in several instances, such as through TPR, in which the students listened to the teacher's requests and performed the gestures to the lyrics of a body parts song. The listening skill was developed naturally, since the teacher often spoke simple sentences in English. Simple requests spoken by the teacher became commonly understood by the children, for example, "Please open your books to page..." or "Please stand next to your desks" or "Great!".

- **Spoken interaction and spoken production**

Speaking is stated as a prime objective in the *Metas Curriculares* and is suggested in the *Orientações Programáticas*, as well. Throughout the lessons, spoken interaction was promoted through several activities, such as with the routine warm-up, when the students were asked to orally provide the day of the week, date, lesson number and weather conditions of that day in particular.

Speaking was also practiced when conversing about personal descriptions, either interactively with the teacher in a dialog or when the students read their descriptive features out loud. In general, speaking was required at the end of each activity, with the teacher asking if the students agreed with a given response, and their answers became a requisite to continue with the following activities.

In this sense, speaking production was carried out during the majority of the lessons through a variety of activities, such as the oral repetition of the target vocabulary, listen and say activities, reading personal descriptions, and chanting songs about face and body parts, as well about feelings.

- **Reading**

This skill was practiced in various moments throughout the didactic unit. According to the *Metas Curriculares* and the *Orientações Programáticas*, reading, although not the main aim of A1 English, is considered an important competence that should not be devalued. In fact, it is a vital skill to develop and promotes proficiency in any language.

This competence was accomplished through the reading of vocabulary in context, chunks and structures, either individually or chorally, along with the reading of simple personal self-descriptions and of others. In general, the students were constantly reading and identifying words and structures through written contents on the board, on word cards and in their books. Without the reading skill, it would not have been possible to carry out the activities effectively, and as an example of this was the evaluation test, which required students to read the instructions and contents to successfully complete it.

- **Writing**

The *Metas Curriculares* set a simple framework for English writing, focusing on isolated vocabulary related to images. The functional aspect took into consideration the *Orientações Programáticas* and was accomplished with name and image matching with flashcards, followed by simple fill in the gap sentences to describe images and produce simple descriptions of personal traits. Images were used as well to aid the memorization of the contents, as suggested by the latter document.

Moreover, introducing and consolidating face and body parts through TPR and the subsequent word matching with images proved to be very effective with these students and are teaching approaches suggested by the *Orientações Programáticas*.

3.2. Description of the teaching methodologies

Several teaching methodologies were applied during the didactic unit. Each method was carefully selected and planned into every lesson rationale and readapted according to students' performance and feedback, within a frame of formative assessment. The teaching techniques fit in to benefit the progressive learning continuum and culminated with an evaluation test. The teaching methodologies applied aimed as well to strengthen the four skills (listening, speaking, reading and writing) and to additionally increase the pupils' motivation to learn English.

Several methods were applied in this teaching experience. Foremost, the sequential principle, previously developed in this report, was applied to teach and

enhance writing as a process, which fits in well with the children's rhythm, because it is composed of various steps. This gradation method diverts children's belief that writing is complex. Even though young learners are accustomed to writing in their L1, the most challenging aspects of learning to write at a young age is the required motor skills to pick up the pencil firmly to formulate letters and the necessary cognitive skills to put thoughts on paper.

The sequential principle was put into practice in the first lesson when the students were introduced to the new face and body names through TPR and were led to identify the same words on flashcards. After this association, the written names were matched to the images. The students finalized this process by producing the same words in a worksheet, in which they were asked to unscramble words to form the correct names in association to the images.

To reach the objective of engaging the children in writing without stress, two teaching methods were implemented during the lessons. The first was TPR complemented through other kinesthetic activities. TPR was put into practice in several instances. It was first applied to introduce vocabulary pertaining to parts of the body and face using a familiar structure to the children: "I've got eyes; I've got a nose; I've got feet" and respectively touching each part. It was applied as well in other kinesthetic activities, such as while listening to a song, the children mimed the face and body parts along with the lyrics, which implicitly helped consolidate the vocabulary in context. In lessons six and seven, TPR was likewise used to consolidate face and body part names. Differently than before, during this physical activity, I intentionally used the verbs "touch", "point", "raise" and "kick" to expand the students' scope of words. They received my appraisal during this motor drill and cheerfully grasped my requests, adapting quickly to the new action words.

Furthermore, Communicative Language Teaching (CLT) was also applied in the lessons. This technique is the learning of a foreign language through spoken interaction. It was applied through combined grammatical and functional activities with the production of personal descriptions through the four language skills. The children learned how to identify by listening, orally producing, reading and saying simple self-descriptions, as well as descriptions of others, and put these into writing by completing sentences.

The principal objective of applying TPR within the sequential principle of learning was to introduce and consolidate new theme contents. Additionally, the aim

was to lead the children from acting out the knowledge to put it progressively into writing from the concrete to the abstract, a process that is adequate for young learners. Equally important, although not the central focus of this study, was the use of CLT, through which the children learned through dialog. This technique is also suitable for children of this age group, since it is easier for them to interiorize new information in a natural and authentic context than through listening to theory.

Both teaching approaches ultimately aimed at facilitating the children's perception of the theme contents and to connect these to what they already knew from previous English lessons, while instilling motivation. To demonstrate this, the next sub-chapter describes each lesson that took place where the above methodologies can be verified in practice.

3.3. Summary of lessons

The following is a compendium of the didactic unit, which took place with the students of class 3ºA at POM from April 21st to June 2nd, 2017. As a result of my previous observation of the characteristics of this class, between October 2016 and March 2017, I observed that the students spent most of their class time sitting in a passive attitude with teacher-centered lessons. To counter this situation, I chose to teach through movement with the objective of engaging them in more active drills. The predominant aim was to allow them to assimilate the acquisition of new content through motor activities and to promptly lead them to writing, through progressive steps, starting from the contents in concrete and working through to its abstract representation.

Lesson 1 – April 21st, 2017

This lesson was the first of eight dedicated to the curricular theme *My body and face* and personal descriptions, selected with the English teacher's approval. The aim was to introduce new theme vocabulary through TPR using "I've got", which was already familiar to the children from the previous unit.

The lesson commenced by asking the students to assist me with the lesson number, the day of the week and the weather conditions. I asked them, "What's the

lesson number?”, “What day is it?” and “What’s the weather like?”, and the students chorally called out the answers to each question. This last answer about the weather was placed on the board with a flashcard, which seemed to amuse the students more than merely writing it with chalk. They promptly copied this information into their notebooks. This procedure became a warm-up routine in every lesson, thereafter.

Following these initial questions, we did a revision of the structure “I’ve got”, which they had previously learned in their English lessons in the *Toy and game* unit. The objective of this revision was to lead the students to recall this structure and use it with the new theme of *My face and body*. This revision was accomplished through a *listen and say* flashcard activity, where the children held flashcards in their hands as I called out the name of a toy or game using “have got”, e.g. “I’ve got a robot.” The student with the robot flashcard raised it and repeated the sentence, “I’ve got a robot.” Since I was only using nine flashcards and had a total of twenty-seven children, I did my best to give each one an opportunity to actively play. This was done by asking the first round of nine questions and answers, and redistributing the cards another two times for everyone to participate.

This nexus proved to promote the students’ perception of the new contents because the familiarity with “have got” was a helpful booster and motivated them, as I observed, since they were inclined to promptly display their mastered knowledge. Generally, the review of the structure “have got” allowed the students to work on important skills, such as listening, speaking, reviewing vocabulary and it further engaged them with the required movement when they raised their flashcard when their image was mentioned.

Next, I introduced the face and body parts through movement. I mimed parts of my face and body and encouraged the students to do the same movements as I called out: “I’ve got a face, I’ve got eyes”, and so on. This physical miming was repeated several times until I felt the students were easily identifying the vocabulary. Following this activity, we transitioned to another phase, which was a visual perspective of the same information. With the face and body part names fresh in the their minds, I quickly displayed flashcards of the same face and body parts, and read each name and asked them to repeat each one. As each name was read, I placed the corresponding flashcard on the board.

At this point, I wrote the name of each face and body part next to the flashcard on the board. By associating the written names with the images, the

children reinforced the vocabulary with the meanings. Additionally, and reaching one of the lesson's goals, I asked the students to write the names in their notebooks. The pinnacle of this lesson was achieved, which was to introduce and acquire new vocabulary through movement, which was reinforced through images and then represented in writing. In a short time, the students worked on the four main skills: listening, reading, speaking and writing.

Furthermore, to reinforce the writing skill, I handed out a worksheet, in which students had to unscramble the mixed letters to form a face or body name in association with the image above it. Despite having corrected this worksheet together in class, I collected it to check at home. I believe that a novice teacher should get as much knowledge possible of the students' writing and learning habits. Since the beginning of the school year, I had been getting acquainted with them through observation as a group, but not on an individual level. Checking this worksheet served to assess what they write, how they write, and if they were paying attention while the worksheet was being corrected in class. It also gets the message across to the students that the teacher checks their work and cares.

Due to there not being enough time, we did not perform the miming again at the end of the lesson, as I had initially planned. Nevertheless, this lesson was a success because the students participated and adequately responded, which led me to feel that a connection had been established between them and myself. Movements absolutely motivated them and proved to be a different and better way to review previous lexis and acquire new one, which was observed in their eagerness to participate.

Lesson 2 – May 2nd, 2017

This second lesson was planned with two main aims: 1) to review face and body parts learned in the previous lesson and 2) to introduce hair colors. This new aspect was a preparation for the production of descriptions of the self and of others, which they developed in the following lessons. To fulfill the aims, we began the lesson with the same warm-up routine from the first lesson, where I asked them the lesson number, the day of the week and weather conditions and they answered each question, chorally. I proceeded to write their answers on the board and they registered the information into their notebooks.

At this point, I took some time to inquire the students about their school trip to the *Pavilhão do Conhecimento* a few days before. Some students volunteered to mention some of the sports activities they came into contact with at the pavilion and I wrote them in English on the board. Several of them copied these words into their notebooks. I felt that it was useful for the students to know some sport names in English and to recognize the differences and similarities of some words in both English and Portuguese. One example is the word *judo*², which despite its written form being identical, it is pronounced slightly different in the two languages.

Next, we began miming the face and body vocabulary learned in the previous lesson. I asked them to stand next to their desks and to mime the face and body parts as I called out the sentences, “I’ve got eyes. I’ve got arms.”, and so on. This motor activity led to the introduction of new vocabulary by pointing to my own hair and asking a student, “Have I got hair?” The student answered, “Yes”. Through movement, I continued to interact with the students by pointing and asking, “Have you got hair?” A “yes” was answered. I repeated this question with a few more students. As a result of the students becoming overly excited with the miming, all type of kinesthetic activity was shifted to the end of lessons for the remaining of the didactic unit.

I proceeded to display a picture of a bald boy (Ruca, 2012). The students were taken by surprise for a few seconds, but quickly accepted the difference presented in this image, a child with no hair. I felt that it was constructive to bring to their attention another aspect of reality and treat it normally. Referring to this image, I asked them, “Has he got hair?” The answer was a unanimous “No”. I was satisfied that they all had understood the question.

I proceeded to gradually add in hair colors, by pointing to my own hair again and asking, “Have I got brown hair?” An all around “Yes” was heard from the students. At this point it was reasonable to review hair colors. To accomplish this, I wrote on the board the most common ones applicable to hair and, with the students’ help, I placed matching flashcards next to each color.

Following this exposure to hair colors through flashcards, we moved on to writing. I wrote on the board the structures we had been orally working with, leaving a gap for the students to fill in. They copied these structures into their notebooks and

² *Judo* is pronounced as follows: English = 'dʒuːdəʊ Portuguese = 'zudu, according to the Phonemic chart by Adrian Underhill layout, adapted by the EnglishClub.com.

completed them. Once again, the pinnacle of this lesson was to get the learned contents into writing, which was fulfilled at this point. It was equally important to allow the students to relay their written productions through speaking, so I randomly selected a few students to individually read their own hair color descriptions.

At this moment, the students successfully achieved the first aim of this lesson, which was to get them to produce self-descriptions. Subsequently, they needed to begin to describe others. So to help me with this transition, I used two puppets, Bud and Holly (from Howell & Kester-Dodgson, 2015). I held up the two puppets and began to describe each one, while the students listened to me say, “He has got brown hair” and “She has got red hair.” The description of others was further introduced with fill in the gap sentences written on the board and with the aid of flashcards with the information the students needed to fill in the gaps, e.g. “He has got red hair.” The students copied these sentences into their notebooks and completed them. This flashcard description activity was corrected by my calling on some students, individually and randomly, to read out loud their completed sentences.

The following task served to practice describing others. For this purpose, fill in the gap sentences were written on the board and students copied them into their notebooks. To complete this activity, I selected two students, one girl and one boy, to come to the front of the classroom. These two students served as models for their colleagues to fill in their hair colors and complete the sentences, such as, “He has got black hair” and “She has got red hair.” This peer description activity was corrected together by my calling on some students, individually and randomly, to read their peers’ hair color, while their colleagues listened and checked their answers.

Due to the necessary pauses in the lesson to correct some misbehavior issues, there was not enough time to finish the planned activities. Therefore, the introduction of long hair / short hair was reserved for the next lesson.

Lesson Plan 3 – May 5th, 2017

With the aim of leading the children to consolidate the production of personal descriptions, hair colors continued to be practiced, now combined with the adjectives “long” and “short”, followed by the introduction of eye colors. This was accomplished immediately after the warm-up routine, by first reviewing the previously learned contents through the *listen and say* flashcard activity (Appendix

3). This activity was very interactive and the students had to recall and use the colors they had applied in the previous lesson. It required movement when each student raised his/her flashcard according to the description I read. Therefore, students were performing a didactic game with some action.

For the first time in this didactic unit, I gave differentiated worksheets to two students with special learning needs. I decided to do this since I had observed in the first two lessons that they learned at a much slower pace than their classmates and as a result, could not accomplish the class activities. The activity worksheets I selected for them are A1 level (Lessons: 3, 4, 5, 6 & 8). These focused on either the theme that was being developed or on previous learned contents.

During the *listen and say* flashcard activity, I introduced the eye colors, in a natural way. First, we began playing with using the hair colors, such as, “I’ve got blond hair.” Midway through the game, I added the eye colors as well, “I’ve got green eyes and blond hair.” The student with the corresponding image had to raise it and repeat the description out loud. Since the students were already familiar with the colors, they immediately acquired this new information and we continued playing the same game with eye and hair colors, and they even seemed to be pleased with the addition of extra information. I felt this game was productive and it kept the children alert in the anticipation of their flashcard being described next. Having only eight flashcards, I had to distribute them two more times for everyone to play, as I had done in Lesson 1 with the same activity.

Afterwards, I introduced the adjectives “long” and “short” by using two flashcards, one of a girl with long hair and the other of a boy with short hair. I observed that the students’ perception of these two words was easily and quickly accomplished. I believe this fast association is a result of them already being acquainted with two other adjectives related to size, “big” and “small”. Calling on students to go to the board to match the adjectives to the images showed to be very useful, since it helped me assess what they were assimilating in this lesson. I then asked them to copy the drawings and target words into their notebooks for their future reference and study.

The following exercise involved some easy production in writing. I placed word cards of eye and hair colors and of the adjectives “long” and “short” on the board, which the students found to be more interesting than just writing on the board. I additionally wrote a fill in the gap personal description sentence, which the students

needed to copy into their notebooks and fill in with the provided word card selections. The aim was to get the children to produce their own personal descriptions in writing. After allowing a few minutes for them to complete their own descriptions, I read my personal description as an example and I called on four randomly selected students to read their own descriptions for all to hear.

With these activities, the general goal of this lesson was achieved, which was to practice both orally and in writing simple personal descriptions with eye colors and the words “long” and “short”. Due to not having enough time, the last activity planned of listening, identifying and filling in a Description chart worksheet was moved to the next lesson.

Lesson Plan 4 – May 9th, 2017

The activities in this lesson allowed the students to begin to revise and further practice contents for their upcoming test in lesson seven. After concluding the usual warm-up routine, the first activity required the students to fill in a Description chart worksheet with the aid of an audio recording. In preparation for this exercise, I decided to briefly review of the adjectives “long” and “short”. This was carried out through miming and flashcards. I mimed each of the two adjectives and the students repeated. Subsequently, I reinforced the meanings by separately displaying two flashcards, in which the images represented either a girl with long hair or a boy with short hair and I said, “She has got ...”, eliciting the correct adjective from the students according to the image I was holding. They answered by raising their hands and were randomly picked on to say the correct adjective. This was repeated a few more times. By observing them, I was reassured that they were confident with these words.

Next, I explained to the children that they would need to listen to four different voices describing themselves, e.g. “Hi, my name is Emily, I’ve got green eyes and long, blonde hair.” While listening to each character, they needed to record the information on the chart. I wrote the eye and hair colors as well as “long / short” on the board for easy reference. This activity served to practice the students’ listening and writing skills. I played an audio track of four different people describing themselves and the students registered the information on the chart

(Appendix 4). The list on the board proved to be useful for the slower learners, but the faster ones barely even looked at it, if at all, to complete their charts.

In the next stage of this lesson, following the contents included in *My body and face* unit, I introduced the students to four basic feelings by miming a facial expression for each one, as I said: “I’m sad”, “I’m scared”, “I’m happy” and “I’m angry.” The students imitated these movements several times with me, after which they performed them on their own as I spoke the sentences. The students enjoyed this activity and, upon observation, I was confident that they had perceived the meanings of each feeling.

Having learned the basic feelings, the students now needed to produce these autonomously. To achieve this, I had them perform what they felt when listening to a medley of six consecutive music segments. I told them that they were allowed some freedom of expression with this musical activity, and that my role was simply to play the music and be an observer. I explained that there was no right or wrong feeling; in other words, while one student might find a tune sad, another might find it scary. The only rules they needed to follow were to use the learned movement for each feeling. As I had predicted, the students adopted the medley activity instantly and were delighted to perform to it.

Since there was still some time left at the end, we began a game-like activity, *put the pictures in order*; however, it was not fully concluded. I risked beginning this activity fully aware that time was running out, yet I felt that it was an interesting and very educational game to introduce. *Put the pictures in order* requires knowing some basic colors, the adjectives “big” and “small,” numbers (one to four), some face and body parts and “has got” structure. To play this activity, I stuck four different images on the board, and read each picture’s description in a mixed-up order, after which I asked the students to write the correct number order in their notebooks, according to the clues I gave them. This activity was carried out solely to review vocabulary and reinforce listening skills; therefore, the numbers were randomly written in the pupils’ notebooks, since this exercise was not intended for study purposes.

Overall, this lesson was very enjoyable with the students further strengthening their knowledge by listening, applying and writing personal descriptions, as well as miming what they felt. In short, the students revised the material for their test in a fun and educational way. I did not further develop though the theme of feelings, because I was informed, by their English teacher, that it was

not to be included in their test. Therefore, for the remaining didactic unit, we continued to focus on face and body parts as well as on personal descriptions, which would come for the test.

Lesson Plan 5 – May 16th, 2017

The fifth lesson fits in with the students' expected evolution and reviews the contents for the upcoming test in the seventh lesson. I included diverse activities as well as manual exercises, flashcards, TPR and chanting. I carefully selected a wide spectrum of resources for the purpose of making this a more complete and interesting lesson, while working on all four skills (reading, listening, speaking and writing). The contents covered were personal self-descriptions and descriptions of others, which included the "have got" structure, eye and hair colors, as well as face and body parts. The physical activity, through TPR, had the objective of consolidating target vocabulary in a less formal atmosphere.

This lesson was somewhat out of the ordinary, as we had Professor Tom Grigg from the Faculdade de Letras da Universidade de Lisboa present as an observer, during this lesson. At the start of the lesson he was introduced to the students and sat in the back of the classroom. His presence made the children very intrigued and they asked me several questions, such as to why he was there and why he only spoke in English. I fully answered their questions and continued with the lesson. After a few minutes they became accustomed to his presence and behaved as they normally did.

After having carried out the usual warm-up routine, we did some activities from their English book, to which I explained the instructions (Howell & Kester-Dodgson, 2015, p. 48). In the first exercise, *listen and number*, students had to listen to the description of six characters represented in the book, and identify and match the correct image with the correct description number. They completed this activity with dexterity, which reassured me that they were sufficiently prepared to do well on their evaluation test. The correction of this exercise was done both orally and by drawing the six characters on the board, simulating the book activity as close as possible. I called on students, individually and randomly, to provide their answer orally, while I wrote their answers on the board. The students corrected their own activities in their books.

The next activity, *read and circle* (Howell & Kester-Dodgson, 2015a, p. 48), required circling the correct adjectives according to two images. This activity was done collectively by selecting two students, individually and randomly, to provide their answers out loud, after which I inquired the remaining students if they agreed with the given answers to allow their participation.

The third English book activity assigned was *listen and color* (Howell & Kester-Dodgson, 2015a, p. 49). In this exercise, the students listened to me read eye and hair color descriptions belonging to six different colorless characters in the book. The pupils got busy right away with their coloring and showed great community spirit by lending each other colored pencils and crayons without being asked to do so. While they were completing the task, I walked around the classroom checking their work and making some comments when necessary and observing their progress. This extra attention proved to have several benefits, such as transmitting a sense of security and instant feedback as to whether their work was adequate or not. I feel that my personalized contact with each student was greatly valued due to this class being so numerous, where one-on-one attention is not so abundant. In addition, I believe that this contact also showed that I care about their work. I found that the students rather enjoyed doing this exercise because it presented several simultaneous challenges, such as listening, understanding and identifying each character's correct hair and eye colors.

I announced that those who finished first could proceed to the next activity in their books, *draw and write* (Howell & Kester-Dodgson, 2015a, p. 49). This activity consisted of drawing their own face and writing their description: "I've got _____ eyes and _____ hair." I continued walking around the classroom observing their progress, making comments such as, "Good job" and giving my support. After completing these activities, I asked that their books be put away in the usual location by order of their tables, one at a time, so not to have everyone in the back of the classroom at once. Again, I used movement to engage the students in active and orderly tasks.

To fill in the last few minutes of this lesson and to consolidate face and body parts, I played the song "This is me" (Appendix 5), to which the students and I mimed the face and body parts according to the lyrics, with which they were very familiar with at this point. I repeated the song and observed that the majority of them were able to correctly identify and mime the various face and body parts. There

seemed to be a slight difference in behavior between boys and girls during this performance. While most boys slightly exaggerated the physical activities, the girls were more reserved. Regardless of this, the activity was useful since implicitly, it served as both a revision for the test, as well as an enjoyable roundup of the unit theme.

This lesson proved that the students' comprehension of personal descriptions developed to a great extent during our lessons together. They were now able to follow directions, listen, identify and say personal eye and hair colors without difficulties.

Lesson Plan 6 – May 19th, 2017

The sixth lesson was the one in which I needed to feel confident about what the pupils had perceived in the previous five lessons, because of the evaluation test in the next lesson. To effectively review the unit contents, I assigned similar activities as those that would be included in their evaluation test. In this lesson, students were expected to master their knowledge of face and body parts, in addition to identifying the adjectives “long/short” and “small/big” in the context of personal descriptions. Furthermore, they consolidated these contents through visual and written forms as well as through movement.

Following the warm-up routine, I announced that the English test would take place in the next class and that they should pay extra attention to the activities done this lesson. I promptly assigned a task in their English student book (Howell & Kester-Dodgson, 2015b, p. 20). We began with a *look and write* activity where the students selected a word from the list of face and body parts and matched it to the image. I gave them a few minutes to complete this task on their own, which they immediately did. The correction was done by randomly selecting students to say the answer out loud for all to hear. After each answer was given, I engaged the remaining students by asking if they agreed with the given answer.

Next, within the same activity, I elicited them to point to the correct face and body parts as I called out each one. By doing so, it became a listening and movement exercise, validating once again that children get very engaged with physical movements, since it has the potential of quickly heightening their interest.

After the exercise book activity, I walked around the classroom showing pairs of flashcards with contrasting features, such as an image with a big mouth and another with a small mouth, or an animal with long arms and another one with short arms. While displaying each pair, I called out commands and randomly selected students to: “Point to the long arms”; “Point to the short arms”; “Point to the big eyes”; “Point to the small eyes” and so on. By using these imperatives and eliciting a specific movement, these students were performing a TPR-based activity.

In the next activity I drew several images on the board with diverse traits and wrote the corresponding descriptions below each one, followed by the words “Yes/No”. For instance, “He has got three eyes. Yes / No”; “She has got four eyes. Yes/No” and so on. The pupils were afterwards given a few minutes to copy the pictures and descriptions into their notebooks. After having completed this task, I selected a few students, individually and randomly, to go to the board and circle the correct answer. After reading each answer, I asked the remaining students if they agreed with their classmate’s option.

This lesson intentionally finished with a TPR activity, the same approach through which the students had learned the face and body parts at the beginning of the unit. However, it was now applied as additional consolidation, in which I intentionally used the verbs “touch”, “point”, “raise” and “kick” to expand the students’ scope of vocabulary and not solely use the “I’ve got ...” structure, which had been used in prior lessons. The students received my appraisal during this motor drill and cheerfully performed my requests with great skill.

Before the end of the lesson, I handed each student the *Conteúdos para o teste* sheet (a list of target words and structures that would be included in the test) (Appendix 6), which they glued into their notebooks. This list served as a study guide to be followed by students and their parents at home. This was a very useful and positive lesson, as I was reassured of the students’ capabilities to accomplish the evaluation with good grades. I announced my confidence to the children and this seemed to please them.

Lesson Plan 7 – May 26th, 2017

In this lesson the students completed a four-page evaluation test (Appendix 7). This assessment was designed to determine to what extent the students acquired

My body and face vocabulary as well as personal descriptions, and to what degree they could apply them. The test included contents that had been previously learned since the beginning of the school year, such as personal pronouns (he/she), conjunctions (and), numbers and instructive verbs (listen, color, write, read, circle, look and draw)

Immediately following the initial warm-up routine, I visually scanned the classroom to verify that everyone was sitting quiet and alert for the test. I asked the students to take out their coloring pencils to complete two of the four groups and told them to remain quiet while completing the test. If they had any questions they were to raise their hands and ask only me. I distributed the tests and read the directions of each four groups, with a quick translation into Portuguese. I likewise told them that I had a box of coloring pencils for those who did not have a complete set of their own, so that they could do the exercises which required color. I also quickly explained that after they had gone over their test answers, they needed to turn them face down on their desks and raise their hands, so I could collect them. Afterwards they were to stand up and come to my desk and take different theme-related worksheets (Appendix 7) from each of the four piles on my desk.

While they were taking the test I walked around their desks and answered any questions that arose. The test completion went well and all the students finished before the end of the lesson. They did not seem overwhelmed by it and seemed pleased with their own performance; nevertheless, some nervousness was noticed, especially from a few students. Some students also became very talkative and fidgety during the worksheet activities after the test. For this reason and to relax the slight tense atmosphere due to the test, once all had finished I asked them to stand next to their desks and we played “Simon Says” with the face and body parts.

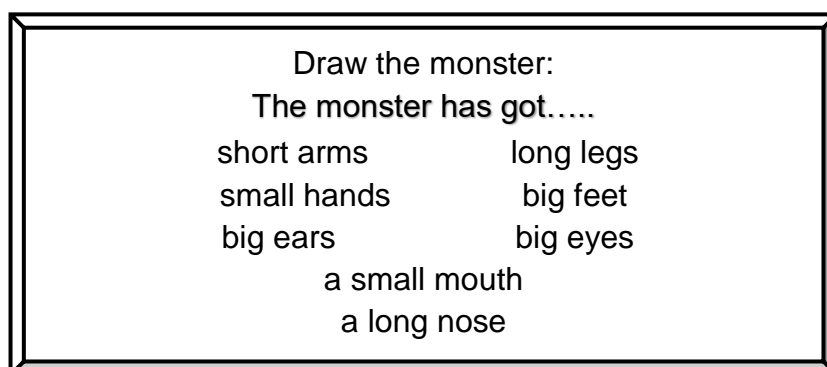
Lesson Plan 8 – May 26th, 2017

Carrying out this lesson was challenging, as there were two different activities taking place simultaneously. While the majority of the students were given a questionnaire to provide their feedback on our lessons together, followed by a *draw the monster* activity, three students (who had been absent in the previous lesson) completed the evaluation test.

I immediately handed out the questionnaire to the majority of the students who were not doing the test, and I explained why these questions were being asked and that they should answer them honestly. Since the questionnaire was written in Portuguese, I did not feel it was necessary to read through the five questions together. I turned my attention to the three students, handed them the tests and began reading the necessary information pertaining to groups one and two for them to complete these. After assisting them during some minutes, they continued to complete the tests on their own. However, my attention was divided throughout the lesson to avoid any conversing during the test.

I collected the finished questionnaires from the other students and announced a drawing activity using the nouns, adjectives and structures worked on during the didactic unit.

The elements provided for the drawing activity were written on the board and the students copied these into their notebooks and began the drawings:



The *draw the monster* activity was a successful task. It was fun and further consolidated personal descriptions, of which a few examples have been included in this report (Appendix 8). Analyzing the drawing examples that have been provided, it is interesting to observe that in some pictures, the students did not fully comply to what was required. For instance, when asked to draw a long nose, one student did not even draw one. In another one, where big eyes were asked for that visibly was not done. Nevertheless, in general, this drawing activity demonstrated what the students had learned and how adequately they applied it. Furthermore, this activity kept the students occupied, while I attended to the three that were still taking the test.

After the three pupils finished, I handed back the marked tests done in the previous lesson. The correction was done by reading the directions of each exercise

and then randomly selecting individual students to orally respond to them. The only answers that were written on the board were the two sentences from group 2, the *listen, write and color* activity. I chose to focus on this group because it required more information from the students, such as the structure “has got”, eye and hair colors, as well as the use and application of “he/she” to form sentences. Bearing this in mind, it was a key section of the test and worthy enough to spend a few more minutes on its revision. I was satisfied with the outcome of the lesson and especially proud of each student. They cooperated and corresponded justly with my requests.

This lesson was challenging due to the two different aims, as already explained. Another challenging issue was one boy’s misbehavior. To prevent it from continuing, I assigned him to be my assistant, as I photographed the pupils’ drawings of the monsters. He accompanied me and held the notebooks in position while I took the pictures on my mobile phone. I found this task useful and it kept him from getting into more mischief. In future lessons, this boy would need to be committed to some type of useful task, preferably one requiring action, since as I have mentioned in this report, movement has the ability to greatly engage children.

Lesson 9 – June 2nd, 2017 (Substitution class)

The English teacher asked me to replace him in this lesson due to his foreseen absence and I promptly accepted the opportunity to be with these students again. He sent me his lesson plan a few days before. It was based on the new unit theme *Food*. The activities were revisions of the structure: “Do you like _____?” and “Yes, I like ____ / No, I don’t like _____.” The remaining tasks consisted of book activities around this same theme of *Food*.

I began with an interactive revision of food and beverage items, which the pupils had learned in the previous lesson with their English teacher. This activity consisted of questions and answers aimed at reviewing the contents through several skills: identify, speak and write. To reach this goal, I began by displaying food and drink flashcards and asked the students to identify and call out together the correct names, a procedure familiar to them, so they promptly complied with my request. I stuck each of these flashcards on the board, wrote the corresponding name under each one and asked the students to copy these into their notebooks.

I finished the revision with a *point and say* flashcard activity, in which I pointed to a flashcard, said the name of the image and elicited the students to repeat it out loud. They responded positively to this revision activity, while practicing the pronunciation of the vocabulary.

They equally enjoyed the following *listen and point* exercise in their student book (2015a, p. 56). This activity demanded their full concentration while listening to the voice on the CD track and pointing to the correct food and drink images on the page. The requested pointing was accurately performed and very engaging, once again demonstrating the power of movement amongst young learners.

The following *look, match and write* activity in their exercise book (p. 56) allowed the students to write the correct food names that match the images. The students completed this activity on their own and it was corrected orally with randomly selected students giving the answers. At this point, I felt that it was very useful to hear the students say these new words to know how they pronounce them.

In general, the lesson went well and the students perceived the contents. They were participative, complied to all the instructions and answered questions when asked to do so. However, two students were very agitated and two others remarked that the exercises in the book were too easy. This is a great example of the two different learning levels and behaviors of these particular students.

In the last part of this lesson, and to conclude our time together, I attributed to each pupil a symbolic English award with his or her name on it (Appendix 9). Additionally, I placed a sticker on each student's shirt with positive remarks, such as: *Excellent!*, *Amazing!* and *Fantastic!* (Appendix 9). The students seemed pleased to receive this recognition, which symbolically represented their positive accomplishments during the didactic unit.

In this chapter the articulation of the didactic unit within a curricular framework was discussed, by giving examples of how the referential domains of the *Metas Curriculares* and the *Orientações Programáticas* were taken into consideration and how the activities applied followed them. It was explained as well how the two main teaching methodologies, TPR and CLT, fit into the class activities and how they contributed to the students' positive disposition to learn new contents. The development of the theme through a sequential form of learning also proved to be appropriate for this age group. Therefore, the goal of teaching with movement to

increment skills, such as writing, while increasing the students' motivation to learn, was achieved. The chapter finalizes with the summary of each lesson, in which the reader is led through the steps that were performed in detail, to allow for a closer understanding of this teaching experience. In the next chapter, the chosen assessments are analyzed and the general reflections of the didactic unit are given.

Chapter 4. Overall considerations of the didactic unit

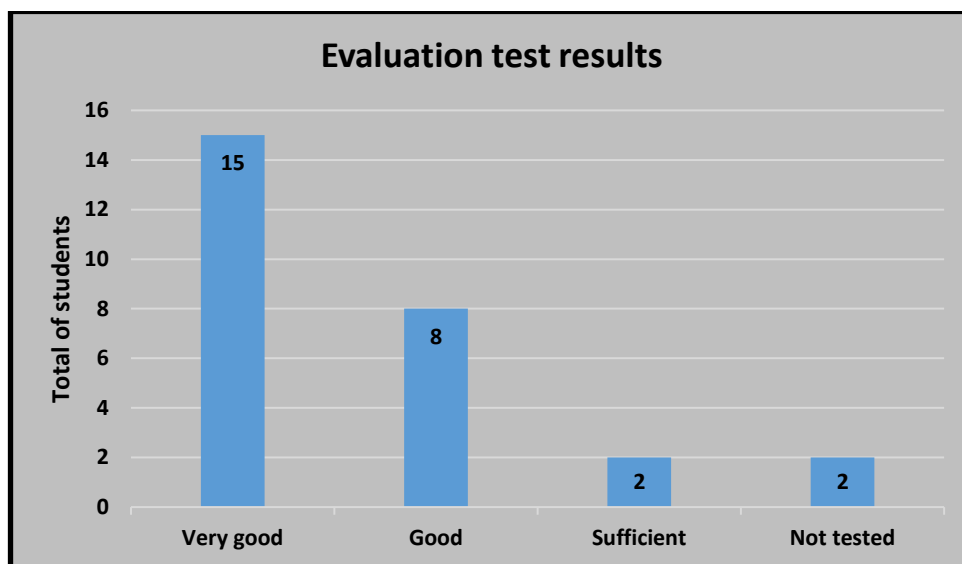
In order to understand how the teaching practice went, this chapter is composed of three distinct parts. The first part considers the written test given to students at the end of the teaching practice, in order to assess their progress throughout the lessons. The second part is centered on the questionnaire completed by the students, so as to receive some feedback regarding the teaching practice, in what concerns the methodology and activities implemented. Finally, the last part consists in an overall critical reflection of my teaching experience, focusing on what went well and what challenges were faced and overcome.

4.1. Assessment

To complete the teaching/learning experience an evaluation test was provided and the results were registered on a grid (Appendix 11). This process, known as summative assessment, served to verify how well students had perceived and learned to apply the contents of *My body and face*, and on the other hand, how well the methods served in responding to the learners' requirements.

The evaluation test was a formal procedure in accordance with the Patrício Prazeres school group evaluation criteria. It was composed of four sections (Appendix 7). Sections one and two evaluated listening comprehension and writing skills. In the first section, I read a number of face and body parts with different colors and the students had to color the images accordingly. The second section consisted in listening to personal descriptions of two images and students had to write these and appropriately color the images. Section three was based on visual perception, where pupils identified and wrote the face and body parts of the image with the aid of a word box. The fourth section focused on reading comprehension, where students circled either Yes/No to indicate if the descriptive sentence was right or wrong according to the image. Section five consisted in a fill in the gap exercise, in which students had to write their own personal descriptions with the aid of a word box (providing colors and adjectives vocabulary).

As can be observed in graph 2, the results of the test show a general positive outcome, indicating that the teaching methods applied met the students' needs. These results are in line with the typical academic average of these particular pupils, as relayed by their English teacher. These good results match the class performance I had observed from October 2016 to April 2017.



Graph 2 – Evaluation test results

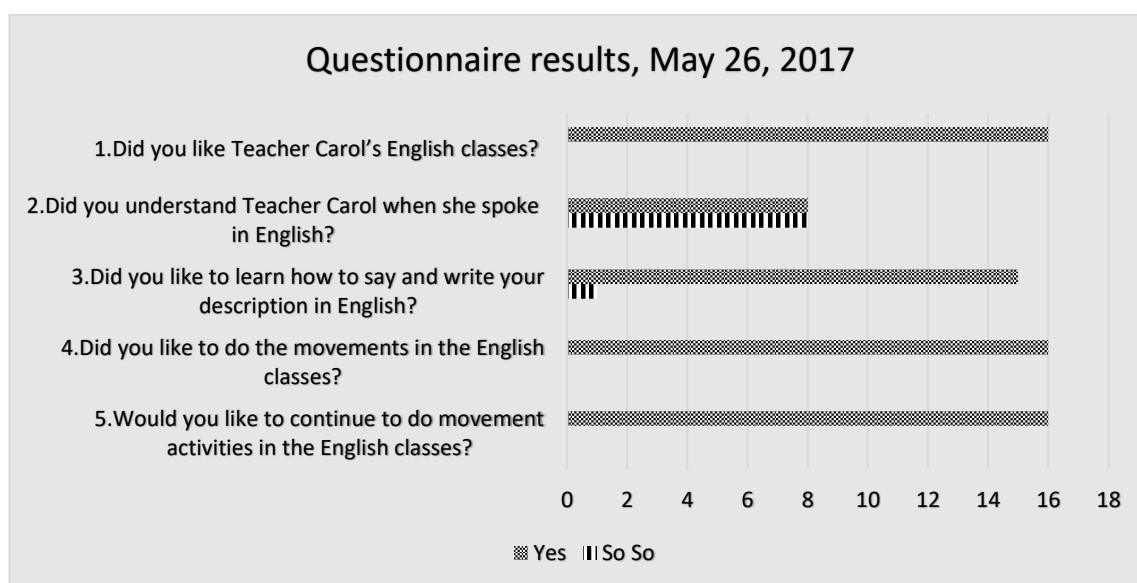
4.2. Analysis of the questionnaire

At the end of the didactic unit a questionnaire was provided to the students (Appendix 8), according to their developmental stage of learning. In general, questionnaires are useful tools to promote self-reflection and the development of an individual opinion. Bearing this in mind, the aim was to receive feedback on how they felt about the teaching methods and tasks that were applied, and to give them an opportunity to develop an awareness of their own skills and preferences.

The questionnaire was in Portuguese for easier understanding, since these children were not yet proficient in English, and consisted of five questions. The first two questions were about how they liked the lessons taught by me and if they understood me. The last three questions were directly related to the theme of the teaching practice, more specifically about movement in the classroom and writing. These questions were answered by choosing one of the emojis with an “X” (smile/ so

so/ sad) according to what they personally felt about what was being asked. The last question concerning the desire to continue doing activities through movement in the classroom was answered by placing an “X” in either “Yes/No”. It was not feasible to write this last one as an open-answered question, since I felt that these students lacked proficiency to formulate complete answers on their own. However, if they were in the fourth grade, they could possibly answer such questions adequately, since they would have already learned structures such as, “I like/don’t like...” and more vocabulary to formulate explanatory responses.

Of the twenty-two questionnaires that were distributed among the students, only sixteen were returned. This means that the statistical numbers were calculated with 72.7% of the questionnaires, which allows me to have a general understanding of their opinions. The questionnaire results revealed a realistic perspective of the pupils’ experience throughout the teaching practice, which clearly denoted that applying movement to develop writing was successful. The questions pertaining to movements had unanimous positive answers, as can be observed in the following graph (Graph 3).



Graph 3 – Questionnaire results

Taking into consideration the questionnaire results, no negative responses were received, which is a strong indicator of an overall positive achievement of the methods applied. Taking a look at each question individually, in the first one it is clear that all the students enjoyed the classes I taught. However, when questioned

whether they were able to understand me (Q2), half of the students revealed that they had some difficulties in comprehension (8 responded “so so”). This issue of oral comprehension may be overcome by progressively increasing the amount of English spoken by their future instructors.

Next, when questioned about whether they liked learning how to say and write their descriptions (Q3) and doing movement in class (Q4), fifteen and sixteen students, respectively, answered “yes”, which clearly demonstrates their satisfaction with the methodology and activities developed in class. In the last question (Q6) all of them also manifested that they would like to continue to use movement in future lessons, this way enriching their learning experience and increasing their motivation.

With these questionnaire results, a more defined perspective of the overall outcomes of the lessons is revealed, which is useful to reflect about the methods applied and for further consideration about future teaching practices.

4.3. Critical reflections of the teaching practice

In this section I reflect upon my teaching practice. I begin by taking into consideration the implemented teaching methodologies and their impact on the learning process, and afterwards examine both the challenges and the successes during the STP.

Considering the teaching methodologies implemented, during the observation period I noted that these pupils spent the majority of their class time in a passive mode. As a result, I chose to promote more activity through TPR and other dynamic activities, which intended to put these students in motion during the learning process, to motivate them to want to learn English and enhance their skills, especially writing. According to the results obtained after having concluded the STP, it can be stated that these goals were reached.

Noticeably, when performing the motor activities, some boys slightly exaggerated movements and showed some folly while doing them. On the other hand, a good number of girls displayed more containment and tended to be more perfectionists in their movements. Taking all into account, I consider the rhythmic drills to be peaks within the lessons. Movements clearly increased the students’

motivation, validating the unanimous positive answers in the questionnaire they completed concerning their interest in applying movement in class.

CLT, the other teaching approach that was implemented, was frequently put into practice through interactive oral communication between the students and myself. For example, during the warm-up routines I asked for the date, day of the week and the current weather conditions and, in turn, the students answered my questions. These interactions were beneficial for covering higher numbers than what is normally expected of third grade students. I found that the spoken interactivity put a big portion of the responsibility on the students' side, since providing information greatly engaged them and spurred their interest. Furthermore, spoken interaction proved to be productive because functional and structural aspects of English were being practiced, while they were communicating and not thinking excessively about grammar accuracy.

Using visuals in the classroom seemed to be effective with these students as well, as I presented some animated and authentic images. The latter were used to slowly bring the real world into the classroom, as much as possible. The concern with the issue of diversity was also present in my teaching and led me to provide flashcards with both images of a bald boy and others with ethnical differences. Their reaction to this deviation from typical representations was one of instant surprise, which quickly dissipated. This effect was satisfying, since the aim of displaying diversity was to promote acceptance towards differences in a spontaneous way, while practicing personal descriptions.

Although the physical activities were reserved for the last part of the lesson due to the students' agitation, they were essential for learning and consolidating the face/body parts and were applied as much as possible. Movement in the classroom enhanced the development of several skills, so therefore, it can be said that physical activity has the ability to benefit a passive competence, such as writing.

A positive strategy I discovered during my teacher training was when calling the students' attention back to me. I would clap my hands and count in English and they would eagerly repeat it back, with the clapping. This shows the power of movement, even in stressful situations.

Considering the most challenging issues felt during my STP, there are several that I would mention. First of all, there is the issue of the diverse levels of learning. While some students were swift learners, others had to put more effort into

perceiving and applying the same information, and this was noticeable during some activities. For my future practice, I will prepare at least two differentiated activities for some lessons, so to respond to the different learning abilities that may exist; however, due to time constraints, I chose not to take on that challenge during my STP. I did find it critically necessary though to supply specific worksheet activities to two students with special educational needs, as they did not accompany the rhythm of the rest of the class. This differentiated work was A1 level and corresponded to the learning contents of third grade English as a foreign language.

Another issue was the existing misbehavior throughout several instances. As these occurrences needed to be addressed, several pauses were necessary during the lessons. This contributed to some lack of time to conclude the lesson plans. I tried to overcome this setback by beginning the following lesson with the activity that was not accomplished in the former class and readapt that lesson.

The scheduled lesson in which the children did their test was also not a good option, since it was immediately after their lunch period on a very hot day and the students showed signs of fatigue. This contributed to a poor disposition to perform the test, which fortunately did not seem to affect their good results. However, the extra effort they put into doing their tests was visible. If possible, in the future I will solely assign tests in morning classes.

Carrying out a test to three students while guaranteeing that the rest of the class remained occupied was likewise a big challenge for me. This was because I had to read necessary information for two test questions, which made the challenge even greater. Should this situation occur in the future, I will replace the listening sections of the test with other types of exercises, so not to leave the remaining students unattended for too long.

Lastly, students were not accustomed to performing abundant motor activity to learn new contents and as a result, in those lessons, they got very agitated and remained that way for the rest of the lesson, causing a commotion. To solve this, I shifted TPR and all other movement activities to the end of the remaining lessons. This was a major deviation from what I had initially planned, but proved to be effective. For similar situations in the future, I will introduce physical activity progressively and get the students accustomed to it first, before plunging into its implementation to teach new material.

In regards to the positive outcomes, there are also several worth mentioning. First of all, students accepted the use of movement very well, and this was confirmed by their affirmative responses given in the questionnaire in regards to this issue. There was also positive feedback concerning writing personal descriptions, as was conveyed by the favorable replies in the questionnaires as well. This validates that the sequential process of learning and the movement activities contributed to instill a satisfactory cognitive perception and attitude towards writing what they were learning. Lastly, good team spirit among these pupils was clear. This was observable through several events, such as when one of the students with special educational needs had to lift his card when I called on the image during the *listen and say* game. His classmates encouraged him to hold it up and participate, and this was a valuable collective effort.

In view of my teacher training as a whole, and considering that I had a prior and brief experience teaching English to young learners, I believe that I still need more practice, so to increase my confidence in the classroom, and my ability to create and adapt teaching resources. Experience creates know-how to fall back on, when necessary. Only with confidence can we be versatile enough to provide quick and competent answers to sudden situations.

Conclusion

Throughout the present report entitled *Teaching English through Movement: An aid to develop writing* I analyzed how activities with movement were implemented in first cycle English lessons to help develop writing skills. This approach was selected due to my belief that the introduction of more dynamic features would benefit the students' passiveness and instill a more energetic atmosphere in class, motivating the children and leading them to write what they were learning with confidence.

This work was organized into four chapters, the first of which I presented my theoretical research concerning the teaching approaches that were applied. The second chapter presented the school and the characteristics of the students I taught during the STP. The third chapter presented the teaching methodologies, how these fit within the curricular framework and how they were implemented into each lesson. Still in this section, I recounted each lesson of the didactic unit. Lastly, in the fourth chapter, I discussed the assessment criteria I chose to apply and provided my critical reflections of the experience.

The report demonstrates how the selected teaching approach is adequate for young learners and how it may be applied either for introducing new information and/or as consolidation. During the STP, acting out face and body parts had to necessarily be changed to the end of the lessons and this made me further aware that every class has its own particular features, and anything new must either be implemented gradually or readapted, but never put into effect instantly.

Despite this initial setback, I believe the students greatly benefitted from the movements that were integrated into the lessons and that this way of learning the basic human body parts contributed to heighten their motivation to learn English and transfer this new information into writing. The students visibly enjoyed enacting new information during the motor activities, since it was a fun way to learn. Other supporting movement activities were applied too, such as pointing to the correct image or raising the correct flashcard. Simple movements, other than for teaching purposes, proved effective as well, like organizing the children into groups to put away their books and notebooks at the end of each lesson. Additionally, I also applied movement to call the students' attention back to me, by clapping my hands

and counting in English and they would eagerly repeat it back. This validates that movement has great potential to change a class' pace, even in stressful moments.

Overall, the aim of the didactic unit was fulfilled by teaching within a sequence, from enacting to writing the new information, as suggested by Bruner's sequential principle of learning (Bruner, 1975). This proved to be a success with the students, which was reflected in their good test results. Furthermore, their positive feedback in the questionnaire concerning the use of movement in future lessons was a favorable indicator to continue to do so in my future practice.

It is worth mentioning that amid this teaching experience, I encountered several challenges, such as misbehavior issues and the lack of time to carry out full lesson plans. These were important features of my training, which required me to determine the best course of action to overcome the difficulties and allow for the lessons' continuum. Solving these obstacles was definitely a learning experience for me.

Considering the STP, it was a pleasure to teach the students of class 3ºA. The teacher training contributed to my growth as a professional and as a person. In addition, getting acquainted with POM school and the school group was a valuable experience. I feel that the realization of the didactic unit was a plus on both the students' side and mine. They acquired new contents through movement and developed as well their listening and speaking skills through oral dialog.

On the whole, I feel that the STP, allied with the research carried out, was very significant for my training, but even more so, for the actual process of writing the report. While writing it, I further deepened my understanding about how teaching and learning never reach a finish line and that combined are a constant evolving symbiosis, ever adapting to different environments, learners and instructors. Each group of students is unique and what works for one group does not necessarily have to work with another. It is the teacher's responsibility to become familiar with his/her students' characteristics and preferences, and adapt the lessons in accordance.

Additionally, I am now aware that teachers should be trained not only in linguistic competence, but also for intercultural and plurilingual education. It is paramount that teachers include these issues transversally in all teaching areas. Moreover, I have learned that measures should be taken to include a more democratic and global citizenship education too. All of these new aspects aim not only to ultimately promote tolerance and acceptance within a society, but also to

acknowledge similarities and interact with differences, right in the classroom. If children can maintain an ongoing dialog of exchange among diversity, then we will be closer to achieving a more peaceful society.

Moreover, this Masters course has made me aware that teaching is not solely the act of transmitting knowledge; it involves a broader mission, which is to educate holistically. Furthermore, school education should promote autonomous and critical thinkers, to respond adequately to the current abundant supply of information and these aspects should begin in the first cycle. Foreign language teaching should be fully integrated in this new educational paradigm and ideally in articulation with other curricular areas, with teachers working together and being an example for students, by enacting values.

On my part, I matured as an English instructor and saw in practice how my lesson plans were carried out with children in the first cycle. The overall success demonstrated by the students' acquisitions was reassuring and this STP provided me with the necessary tools and feedback to continue using physical activity in the classroom and to develop students' skills, such as speaking, reading, listening and writing.

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Appendixes

Appendix - Lesson 1



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 1

Class: 3ºA **Level:** A1 **Date:** April 21st, 2017 **Timing:** 60 minutes

Unit Topic: *My body and face*

Overall Aims:

By the end of the lesson students will be able to:

- identify, speak and write some face and body parts;
- reinforce the structure “I’ve got” with some face and body parts.

Target Language

- I’ve got;
- Face: eyes; a nose; a mouth; ears; hair;
- Body: arms; hands; legs; feet.

Recycled Language

- Have I got? Yes/No;
- I’ve got ; He has got ; She has got;
- Toy names: a drum; a game; a robot; a doll; a paint box; cards; a puzzle;
Lego
- Numbers: Lesson nº 44;
- Day of the week: Monday; the date/month;
- Weather conditions: It’s cloudy, rainy.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

At the beginning of this lesson, I greet the children and ask them several questions such as, “What’s the lesson number?”, “What day is it?” and “What’s the weather like?” In turn, the students call out the answers, chorally, to each question. I write the answers on the board. The last answer about the weather is placed on the board with a flashcard, instead of merely writing it. They promptly copy this information into their notebooks. This procedure is the warm-up routine to be repeated in every lesson, hereafter.

Stage 2 – Lead-in revisions: *Listen and say* game (10 min.)

Specific aims:

In this stage, students should be able to:

- identify some toy and game names;
- say the answer using the “I’ve got” structure.

Procedures:

- I display nine images of toys and games for all of them to see, and say the name of each image and ask students to repeat after me. These same flashcards are randomly distributed among the students.
- I explain the directions of the game and begin by calling out, “I’ve got a ball.” The student with the image of a ball raises the flashcard and must repeat, “I’ve got a ball.” This procedure is repeated with all the images. This activity is repeated two more times to give all the students the opportunity to participate.

Possible Problems: Does not apply.

Resources/Material:

- Toys and games flashcards.

Stage 3 – Introduction of new lexis with “I’ve got...” Using a lead-in (15 min.)

Specific aims:

By the end of this stage, students should be able to:

- revise some toy and game vocabulary;
- revise the “I’ve got” structure;
- link the previous contents with the new contents through the lead-in;
- acquire new vocabulary of face and parts through a TPR-related activity.

Procedures:

- I begin to motion throwing a ball and say, “I’ve got a ball.” I then ask, “Have I got a ball?” The students answer chorally, “Yes/No.” The same is repeated for a drum and a paint box. The use of “I’ve got...” is to review its structure and to lead into the next part of this task.
- I bridge in the new contents of face and body parts through the “I’ve got...” and I say “I’ve got a face” and point to my own face. The students imitate this motion. “I’ve got eyes” and mime this by pointing to my own eyes. The same is repeated for the remaining face and body parts: a nose; a mouth; ears; hair; arms; hands; legs; feet.

Possible problems: Some misbehavior might occur during this TPR activity. The possible solutions might be to either move some students to another location in the classroom or move the TPR activity to the end of the lesson.

Resources/Material: Does not apply.

Stage 4 – Speaking new vocabulary (Face and body) (10 min.)

Specific aims:

By the end of this stage, students should be able to:

- identify face and body vocabulary on flashcards;
- speak face and body vocabulary.

Procedures:

- I begin by holding up flashcards of face and body parts and individually pick on students to say the name of the image displayed.
- Afterwards, I stick the same flashcards on the wall on each side of the board, so they are visible to all.
- I write the names of the face and body parts on the board and say each one, while eliciting the students to repeat.
- I call on individual students to go to the board and match the correct flashcard with the written name. The students are asked to copy these new words into their notebooks.
- All the names written on the board are collectively repeated at the end.

Possible Problems: Does not apply.

Resources/Material:

- Board and marker;
- My body and face flashcards.

Stage 5 – Writing and speaking (15 min.)**Specific aims:**

By the end of this stage, students should be able to:

- unscramble face and body part names, and match according to each image with little effort.

Procedures:

- I hand out an “Unscramble worksheet” to the class and ask them to complete it individually during the next five minutes. While they are completing it, I walk around the classroom and give assistance, if necessary.
- Once time is up, I tell them that the correction will be done collectively on the board. For this, I randomly select one student at a time to go to the board and write the correct face/body name to each worksheet question.

- Once the correction on the board has been completed, I go around the classroom and collect the worksheets to take home and mark. As a group, I have been getting acquainted with them, but not so much on an individual level. Checking each of their worksheets serves to verify what they write, how they write, and check if they were paying attention while the worksheet was being corrected. By checking their work, they will see that the teacher cares.

Possible problems: Does not apply.

Resources/Material:

- Board and marker;
- Unscramble worksheet.

Stage 6 – Consolidation of face and body parts (5 min.)

Specific aims:

In this stage, students should be able to:

- identify the face and body parts by miming my commands.

Procedures:

- I revise the face and body parts by resorting to the gestures used earlier in the mime activity. This time, I simply say the name of the face/body part and wait for the pupils to correctly point to it. For example, I say, “I’ve got a face” and wait for the students to point to their faces. I repeat this command with the other face/body parts and help some students identify the parts, when necessary.

Possible Problems: Does not apply.

Resources/Material: Does not apply.

Lesson nº1 – Resources/material

Unscramble My body and face worksheet

Teacher-created with adapted material from: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3*. Oxford: Oxford University Press.



EB 1º Ciclo Professor Oliveira Marques Agrupamento de Escolas Patricio Prazeres

Name : _____ Date : _____

Look, unscramble and write.



1. A _____ (ydbo)



2. _____ (arih)



3. _____ (sndha)



4. _____ (syee)



5. _____ (segl)



6. A _____ (nseo)



7. _____ (eras)

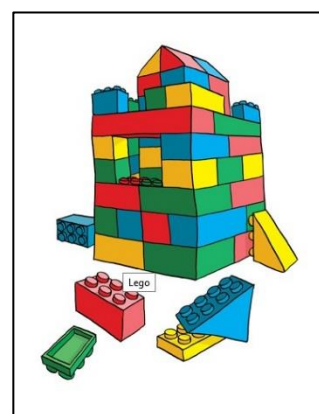
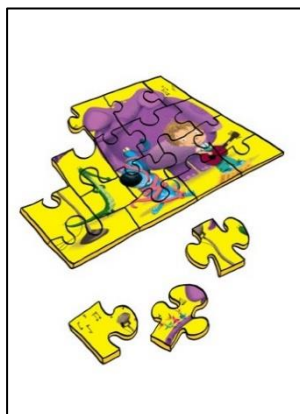
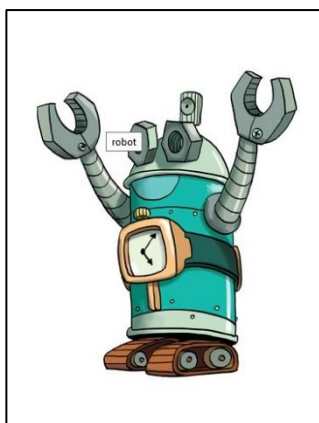


8. _____ (eef)

Teacher created with adapted-material from New Treetops 3. March 2017.

Toys and games flashcards

From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3*. Oxford: Oxford University Press.



My body and face flashcards

From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*.
Oxford: Oxford University Press.



Appendix - Lesson 2



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 2

Class: 3ºA **Level:** A1 **Date:** May 2nd, 2017

Timing: 60 minutes

Unit Topic: *My body and face*

Overall aim

By the end of this lesson students should be able to:

- identify and say their own hair color;
- read and write the most common hair colors;
- identify a peer's hair color.

Target Language

- He has got;
- She has got;
- Face: eyes; a nose; a mouth; ears; hair;
- Body: arms; hands; legs; feet.

Recycled Language

- Face: eyes; nose; mouth; ears; hair;
- Body: arms; hands; legs; feet.
- Some colors applicable to hair: Red; blond; black; brown.
- I've got;
- Have I got? Yes/No;
- Numbers: Lesson nº 45;
- Day of the week: Monday; the date/month;
- Weather conditions: It's cloudy, rainy, sunny, windy.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

As in the previous lesson, I did a warm up with the students, beginning with the greetings and asking the lesson number, day of the week, date and weather conditions. I wrote the information on the board, and stuck the correct weather flashcard, as well. Around two minutes was given for the pupils to copy this information into their notebooks and proceed with the lesson.

Stage 2 – Revision of face and body vocabulary (15 min.) (Lead-in activity)

Specific aims:

In this stage, students should be able to:

- identify the face and body vocabulary correctly.
- link the previous contents with the new contents through the lead-in.

Procedures:

- I mime the face and body parts while saying, “I’ve got a face.” and so on. The students repeat these movements and chorally say the sentences.
- I hand back the “Unscramble worksheet” from the previous lesson already corrected and ask the students to paste it into their notebooks, an arts and craft task they are accustomed to doing, so they use their own glue.

Possible problems: The students may become agitated with this miming activity, so it is best to have them perform it at the end of the lesson.

Gluing a worksheet to a notebook can be a problem as well, since they will take their time, and even have fun doing this task. For future reference, gluing, of any sort, must be shifted to the end of a lesson, so the disruption is minimal. Regardless of this issue, I consider it a responsible and cautious act so the worksheet will not get lost; however, not too much time should be spent doing it.

Resources/Material:

- Teacher-adapted Unscramble worksheet (from Lesson n°1);
- Board and marker;
- Students' notebooks;
- Glue.

Stage 3 – Introducing hair colors (45 min.)**Specific aims:**

By the end of this stage, students should be able to:

- say personal self-descriptions using the structure: I've got;
- write personal self-descriptions using hair colors: Red; blond; black; brown;
- read personal self- descriptions using hair colors: Red; blond; black; brown;
- identify personal descriptions of another;
- identify usage of "He has got /She has got".

Procedures:**Task 1**

- This task introduces self-descriptions.
- Firstly, I point to my own hair and ask: "Have I got hair?" (the expected answer is "Yes"). I respond by saying, "Yes, I've got hair."
- I write the structure on the board "Yes, I've got hair." Students copy it into their notebooks.
- I individually interact with students by asking, "Have you got hair?" I elicit the student to answer, "Yes, I've got hair." I repeat this same question with a few more students.
- Next I display a picture of a bald boy and ask the students, "Has he got hair?" The answer "No" is expected from the students, collectively.
- I point to my own hair and ask a student, "Have I got brown hair?" (A "Yes" is expected). I say, "Yes, I've got brown hair."

At this point I write the common hair colors on the board by first placing a flashcard and writing the matching hair color with the students' help.

The board looks like this:

I've got _____			
Flashcard	+	red hair.	(wordcard)
Flashcard	+	brown hair	(wordcard)
Flashcard	+	black hair	(wordcard)
Flashcard	+	blond hair	(wordcard)

- This task focuses on self-descriptions and is carried out by asking the students to copy the structure: “I’ve got _____” into their notebooks, as shown in the image above. I ask them to fill it in with their own hair color.
- I individually call on some students to read their own hair color descriptions.
- I then display two puppets and introduce each one of them by saying:
 “Hi, my name is Bud. I’ve got brown hair.”
 “Hi, my name is Holly. I’ve got red hair.”
- I orally elicit this type of self-introduction from randomly selected students.

Task 2

- The following task introduces descriptions of others.
- I write the structure: “She has got... / He has got...” on the board and place flashcards with different hair-colored images, as well. The board looks like the following:

He has got _____.			
She has got _____.			
Flashcard	+	red hair	(wordcard)
Flashcard	+	brown hair	(wordcard)
Flashcard	+	black hair	(wordcard)
Flashcard	+	blond hair	(wordcard)

- I point to each image on the board and collectively ask the students:
 Has he got _____?
 Has she got _____?
- I ask the students to copy these structures into their notebooks.

- Next I ask the students to complete the sentences to describe the images presented in the flashcards. The following are the expected answers:

He/She has got black hair.

He/She has got blond hair.

He/She has got red hair.

He/She has got brown hair.

- Then I select two volunteers to be models, one boy and one girl, to go to the front of the classroom. The remaining students must describe them by completing the following sentences:

He has got _____. E.g. He has got black hair.

She has got _____. E.g. She has got red hair.

- To finish up the activity, I individually and randomly call on some students to read their peer's hair color out loud.

Possible Problems: Does not apply.

Resources/Material:

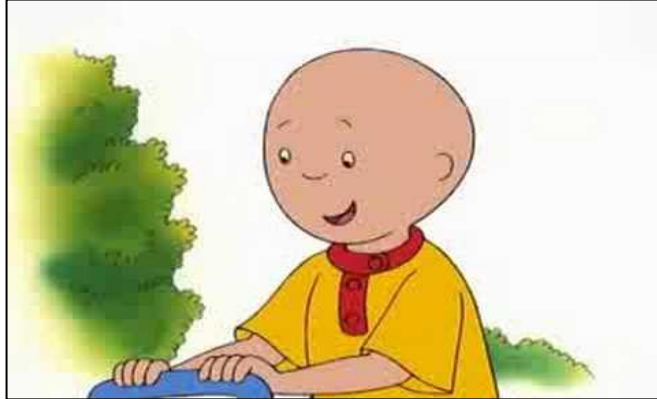
- Teacher-adapted flashcards;
- Teacher-adapted mini flashcards;
- Board and marker;
- *New Treetops 3* Bud and Holly puppets.

Lesson nº2 – Resources/material

Ruca picture

Retrieved from: <http://algodeveestareerrado.blogspot.pt/2012/11/ruca-e-leucemia.html>

Accessed on: March 15th, 2017.



Word cards (teacher-created)

black hair

blond hair

brown hair

red hair

Hair color flashcards

Teacher-adapted from: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*. Oxford: Oxford University Press.



Hair color mini flashcard

From:

Hiensch, J. (2015). *The Chatter Box*. Level A1/A2. Figueira da Foz: Bang the Button.



Appendix - Lesson 3



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 3

Class: 3ºA **Level:** A1 **Date:** May 5th, 2017 **Timing:** 60 minutes

Unit Topic: *My face and body*

Overall aims

By the end of this lesson students should be able to:

- identify eye colors;
- write and say a simple personal description with hair and eye colors.

Target Language

- Some colors applicable to eyes: Blue; brown; black; green;
- Hair colors;
- I've got;
- Have I got? Yes/No;

Recycled Language

- He has got /She has got.
- Numbers: Lesson nº 46;
- Day of the week: Monday; the date/month;
- Weather conditions: It's cloudy, rainy, sunny, windy.

For the next lessons, I provide differentiated worksheets for two students with special learning needs, since they have shown inability to follow the normal lesson dynamics. The activity worksheets that I have provided are all within the A1 level.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

I greet the students and the lesson begins with the typical warm-up routine by asking the lesson number, day of the week, date and weather conditions of that day. All of this information is written on the board, with the exception of the type of weather, which is identified with a flashcard. I walk around the classroom to verify that they have all copied this daily information into their notebooks.

Stage 2 – Revision of hair colors and introduction of eye colors through a game-like activity (20 min.) (Lead-in)

Specific aims:

In this stage, students should be able to:

- produce very basic self-descriptions, with the aid of visuals and written adjectives;
- apply some familiar words in new contexts through a listen and say activity with some ease.

Procedures:

- I start the listen and say activity with the pupils by randomly distributing six images of children with different hair and eye colors.
I explain the instructions to the students. For instance, if I call out, “I’ve got brown hair.”, the student with the matching image raises it and must repeat, “I’ve got brown hair.” This procedure is repeated with all the images.
I collect and redistribute the image cards to other students, but at this point I add in more information, slowly and clearly, “I’ve got green eyes and black hair.” The student with the matching image raises his/her card and repeats, “I’ve got green eyes and black hair.” The same is done for the remaining images.
- Next, I introduce the target words, “long” and “short” by writing them on the board and by showing two images of a girl with short hair and of a girl with long hair. I place these two images on the board and individually call on students to go and match the image to the target words, “long” and “short” by drawing a line.

I write the target hair and eye color words on the board, plus the new adjectives “long” and “short”, and ask the students to copy these into their notebooks, to have as a lexis reference.

The board looks like this:

brown eyes	long, short	red hair
black eyes		blond hair
green eyes		brown hair
blue eyes		black hair

Possible Problems: Does not apply.

Resources/Material:

- Hair and eye color teacher adapted flashcards;
- Hair and eye color teacher adapted mini flashcards;
- Board and marker;
- Notebooks.

Stage 3 – Writing (35 min.)

Specific aims:

By the end of this stage, students should be able to:

- write personal descriptions, easily.

Procedures:

- I maintain all the word cards on the board and write the structure:
“I’ve got _____ and _____, _____.”

I ask the students to copy it into their notebooks and to write their own descriptions. At this point, the board looks like this:

brown eyes	long, short	red hair
black eyes		blond hair
green eyes		brown hair
blue eyes		black hair
Hi, my name is _____.		
I've got _____ and _____, _____.		

- I give an example of my own description: Hi, my name is Carol. I've got brown eyes and long, brown hair.

Some students read their own personal descriptions, using the above structure, until the end of the lesson.

Possible Problems: Children in this age group are often eager to participate when it comes to sharing information about them. If there is not enough time to allow each one to individually say their personal descriptions, the teacher can assign this assignment as homework and reserve the beginning of the following lesson for each one to read his/her own description.

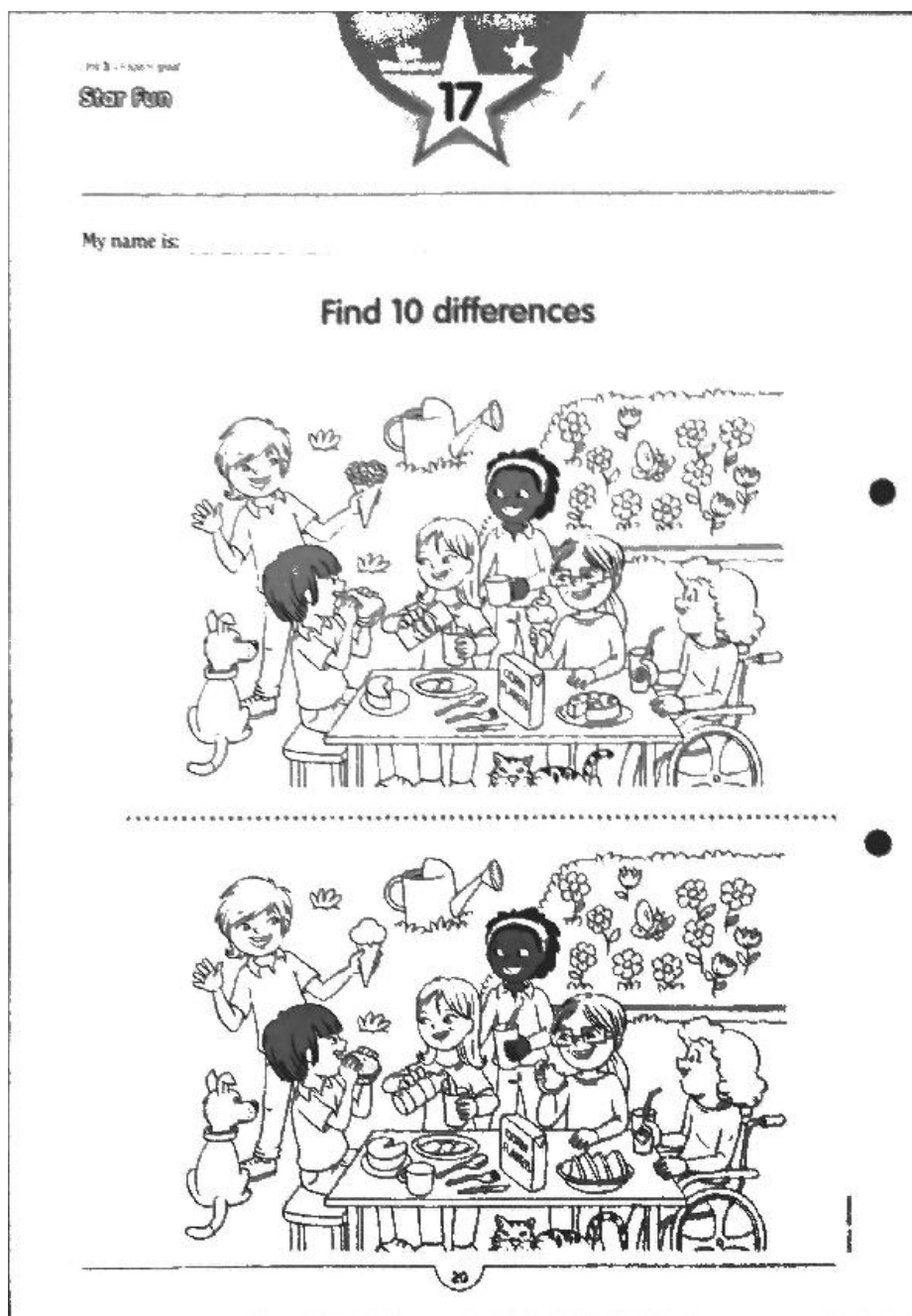
Resources/Material:

- Board and marker;
- Notebooks.

Lesson nº3 – Resources/material

Differentiated worksheet 1










From: Lindade, C., Botelho, S. & Lucas, T. (2016) *Stars 4. Teacher's File*. Porto: Areal Editores.



Differentiated worksheet 2

From: Howell, S. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*. Oxford: Oxford University Press.

Photocopiable © Oxford University Press. *New Treetops 3*

1  green eyes, red hair	2  brown eyes, blond hair	3  blue eyes, black hair
4  blue eyes, red hair	5  green eyes, blond hair	6  blue eyes, blond hair
7  green eyes, black hair	8  brown eyes, red hair	9  brown eyes, black hair

Unit 6, Round up

Photocopy Master 10: guess who game

115
fold

Hair and eye color flashcards

Teacher-adapted from: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3*. Oxford: Oxford University Press.



Teacher-adapted mini flashcards from: Hiensch, J. (2015). *The Chatter Box*. Level A1/A2. Figueira da Foz: Bang the Button.



Appendix - Lesson 4



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 4

Class: 3ºA **Level:** A1 **Date:** May 9th, 2017 **Timing:** 60 minutes

Unit Topic: *My Face and Body*

Overall aims

By the end of this lesson students should be able to:

- listen, understand and write personal descriptions of another by applying the most common hair and eye colors;
- listen and identify feelings: sad, happy, angry and scared.

Target Language

- Some colors applicable to eyes: Blue; brown; black; green;
- Some colors applicable to hair: Brown; blond; black; red;
- He has got /She has got;

Recycled Language

- Hair colors: red, blond, brown, black;
- Eye colors: brown, black, green, blue;
- He has got /She has got;
- Numbers: Lesson nº 47;
- Day of the week: Monday; the date/month;
- Weather conditions: It's cloudy, rainy, sunny, windy.

Worksheets are made available for two students identified with special learning needs. These exercises have the objective of maintaining them engaged, while practicing English level A1.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

I commence the class by greeting the students with the habitual warm-up routine. I ask the students the lesson number, day of the week, date and current weather conditions and the students supply the information. This is all recorded on the board and the students copy it into their notebooks. Only following this procedure do I continue with the lesson.

Stage 2 – Listening and writing activity (20 min.)

Specific aims:

By the end of this stage, students should be able to:

- listen, comprehend and write personal descriptive vocabulary;
- write filling-in-the gap sentences with personal descriptive vocabulary;
- identify and write “he/she” according to the reading of several character descriptions.

Procedures:

Task 1

- To prepare for the next activity on personal descriptions of others, I do an exercise to review the adjectives “long/short” with the students. I mime and pronounce each of the four adjectives and the students repeat and mime the words.
- Afterwards, I display two flashcards individually, one showing a child with long hair and another showing a child with short hair. As I hold up each flashcard, I elicit the students’ help to give me the answer to the question “Has she got long hair or short hair?” The students collectively answer, “She has got long hair.” The same procedure is done with the second flashcard.

Task 2

- To begin the next task, I write word chunks on the board, so the students can refer to them, if necessary, during the activity (these word and chunks have already been copied into their notebooks in the previous lesson).

An example of what is written on the board:

brown eyes	long, short	red hair
black eyes		blond hair
green eyes		brown hair
blue eyes		black hair

- Now, I hand out the Description chart worksheet and I read personal descriptions of four different people, while the students record the information on the worksheet.

Below the chart, there are four sentences, which must be completed using the recorded information (e.g. “She has got brown eyes and long, brown hair.”).

I assign circa five minutes for the students to complete the four sentences. Then I collect the worksheets to take home and verify if their work is correct.

Possible Problems: Does not apply.

Resources/Material:

- Board and marker;
- Description chart worksheet.

Stage 3 – Introduction to feelings (15 min.)

Specific aims:

In this stage, students should be able to:

- identify and say some basic feelings in English;
- mime facial expressions with no difficulty.

Procedures:

- I begin by describing myself, by pointing and saying, “Hi, my name is Carol. I’ve got brown hair (I point to my hair) and brown eyes (I point to my eyes). I’m happy (I smile).”
- I go on to elicit the students to imitate with my specific movements for each of the following feelings: happy, sad, angry and scared. These are repeated several times.
- Next, I ask the students to stand beside their desks, while I explain the following listening activity, in which they have to listen to a tune, identify what they feel to it and mime the specific facial expression for it. This activity continues with six melodies. Each melody is played for about fifteen seconds each, during which the students have the liberty to mime what they feel during each melody, using the facial gestures they have learned with me for the following feelings: happy, sad, angry and scared.

Possible Problems: Does not apply.

Resources/Material:

- Computer audio player:
- Music medley.

Stage 4 – Introducing four feelings (10 min).**Specific aims:**

In this stage, students should be able to:

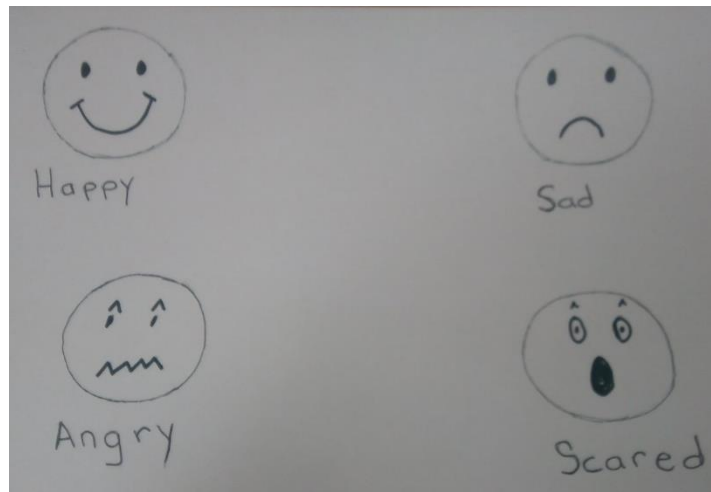
- identify four basic feelings: Happy; sad; scared; angry.

Procedures:

- I draw emojis on the board for each of the four feelings we have been working on: Happy, sad, scared, angry.
- I prompt the students to chorally say the correct feeling as I point to each emoji.

- I write the matching feeling under each emoji and ask them to copy these and their names into their notebooks.

Example of the board:



Possible problems: Does not apply.

Resources/Material:

- Board and marker;
- Notebooks.

Stage 5 – Game-like activity: Put the pictures in order (10 min.)

Specific aims:

By the end of this stage, students should be able to:

- review vocabulary words, such as “big/small” and some colors and numbers through a game-like activity.

Procedures:

- I begin by reminding the students of the words: “big/small” and “grey”, which they have learned in previous lessons.
- I place four pictures on the board: two of three-eyed monsters and the other two of elephants, and I give each one a number from one to four.

- I read each picture's description, in a mixed-up order, and I ask the students to write the correct number order in their notebooks, according to my clue sentences:

“He is big and grey.”

“She is pink and has got three eyes.”

“He is small and has got big ears.”

“He is green and has got three eyes.”

Randomly selected individual students are chosen to say the correct number order and the teacher writes the answers on the board.

This activity is carried out solely for the purpose of reviewing vocabulary and reinforcing listening skills; therefore, the numbers are randomly written in the pupils' notebooks, as this exercise is not intended as a reference for study purposes.

Possible problems: Does not apply.

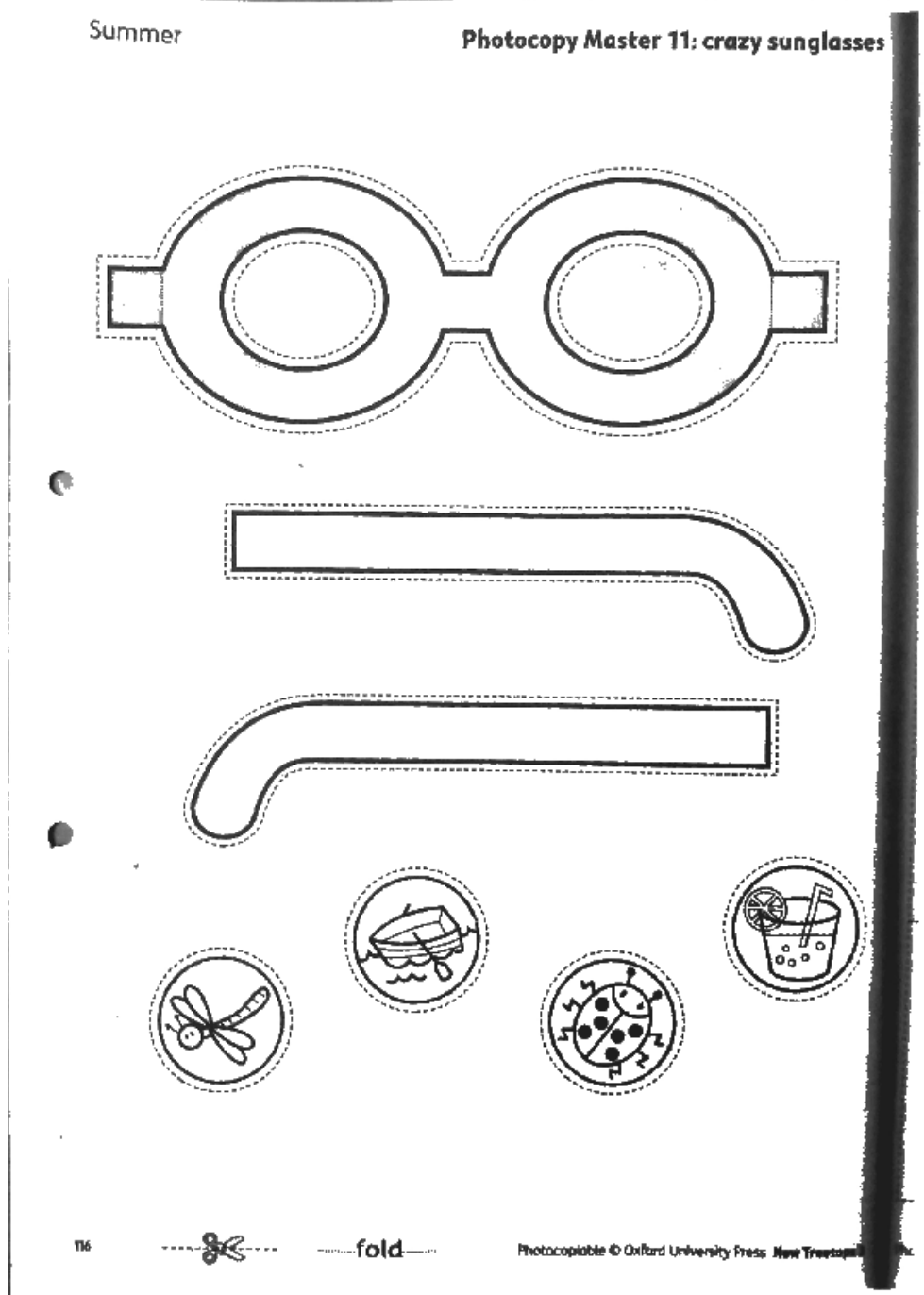
Resources/Material:

- Printed images and flashcards;
- Board and marker;
- Notebooks.

Lesson nº4 – Resources/material

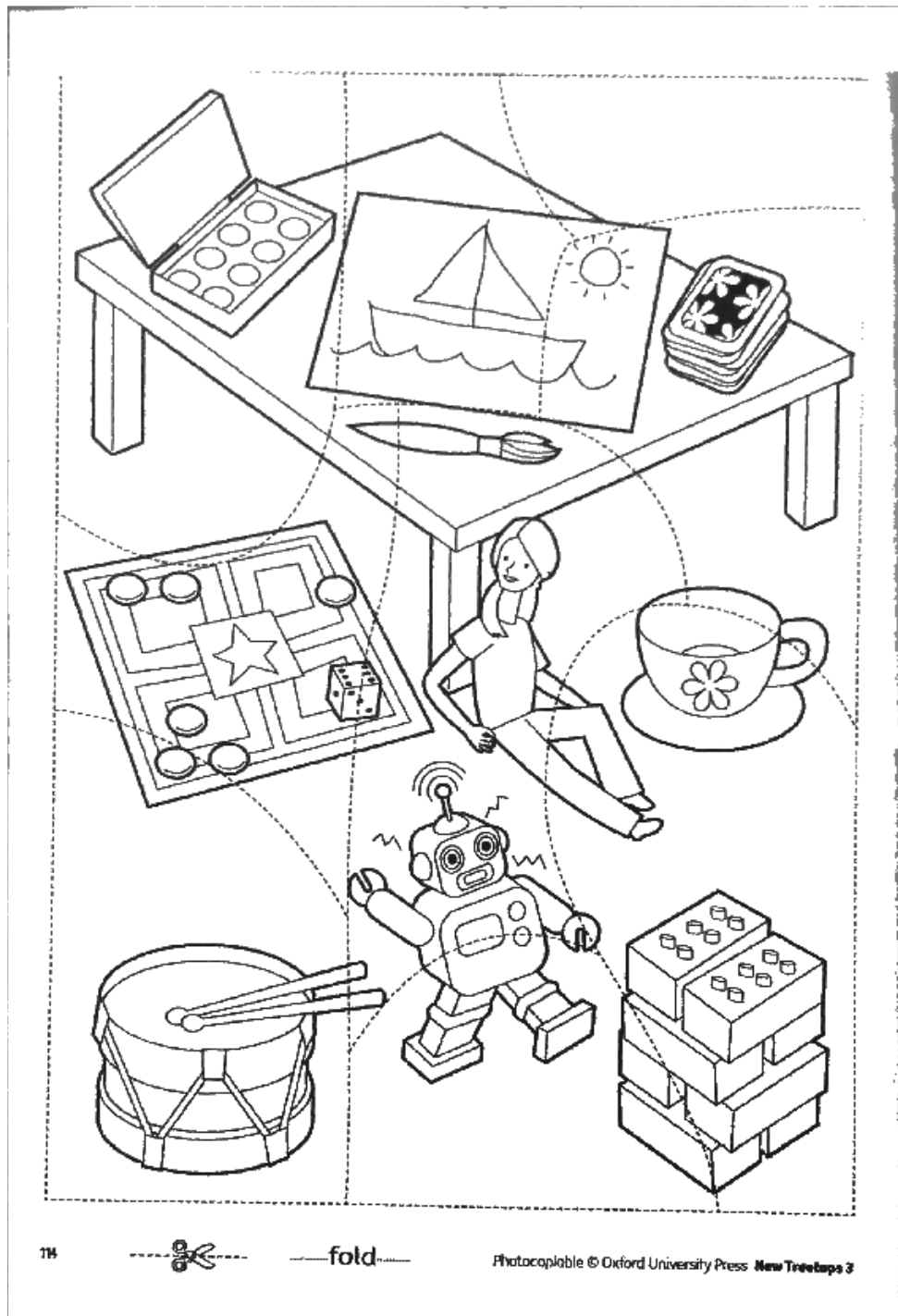
Differentiated worksheet 1

From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*.
Oxford: Oxford University Press.



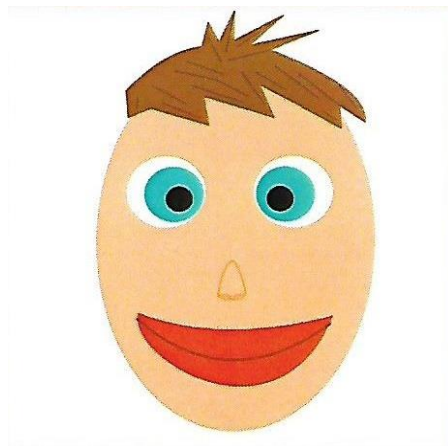
Differentiated worksheet 2

From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*.
Oxford: Oxford University Press.



Eye and hair color mini flashcards

Teacher-adapted mini flashcards from: Hiensch, J. (2015). *The Chatter Box*. Level A1/A2. Figueira da Foz: Bang the Button.



Description chart worksheet (Teacher created)



EB 1º Ciclo Professor Oliveira Marques Agrupamento de Escolas Patrício Prazeres

Name _____ Date ____ / ____ / ____

Listen and write.

	Name	eyes	hair
1.	ex. José	green	short, brown
2.			
3.			
4.			
5.			

1. He has got green eyes and short, brown hair.
2. _____ has got _____ eyes and _____, _____ hair.
3. _____ has got _____ eyes and _____, _____ hair.
4. _____ has got _____ eyes and _____, _____ hair.
5. _____ has got _____ eyes and _____, _____ hair.

Medley songs

Beethoven, .L. “Moonlight Sonata”. Retrieved from:
<https://www.youtube.com/watch?v=4Tr0otuiQuU> Accessed on: May 3rd, 2017.

Ebrahim. *Best Horror Music Ever!* Retrieved from:
<https://www.youtube.com/watch?v=wwNAwkuMF0> Accessed on: May 3rd, 2107.

Lizst, .F. “Totentanz”. Retrieved from:
<https://www.youtube.com/watch?v=sHlcGA6ngxk> Accessed on: May 3rd, 2017.

Kidzen Music. “3 HOURS Happy Cute Relaxing Music for Children”. Retrieved from:
<https://www.youtube.com/watch?v=mcHjz1hzSVM> Accessed on: May 3rd, 2017.

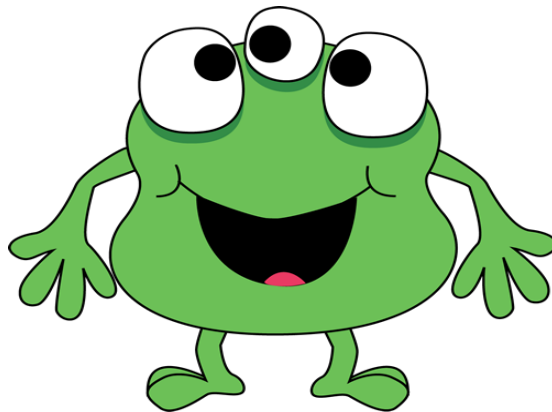
Múscas infantis. *Kids Song Daycare* “Dance Party”. Retrieved from:
<https://www.youtube.com/watch?v=SqYJYcSTUac> Accessed on: May 3rd, 2017.

“Sixty Minutes with The Sad Violin”. Retrieved from:
<https://www.youtube.com/watch?v=R9gVc9ggZg> Accessed on: May 3rd, 2017.

Prokofiev, Sergei. *Dance of the Knights*. Retrieved from:
<https://www.youtube.com/watch?v=DUmqlcpcglQ> Accessed on: May 3rd, 2017.

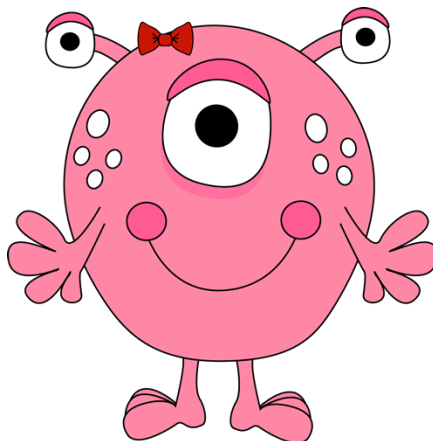
Wolves “Howling Sounds”. Retrieved from:
https://www.youtube.com/watch?annotation_id=annotation_1364479761&feature=iv&src_vid=66HKBdZe_WA&v=MQeb74iZjL0 Accessed on: May 3rd, 2017.

Put the pictures in order activity



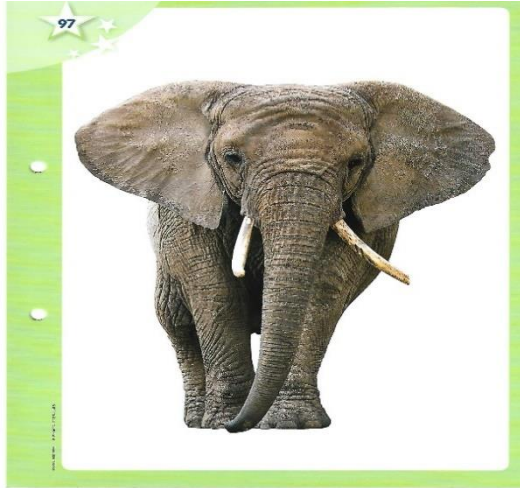
Retrieved from: <http://www.mycutegraphics.com/graphics/monster-images.html>

Accessed on: March 23rd, 2017



Retrieved from: <http://www.clipartkid.com/monster-eyes-cliparts/>

Accessed on: March 23rd, 2017



From: Lindade, C., Botelho, S. & Lucas, T. (2016). *Stars 4. Teacher's File*. Porto: Areal Editores.



Retrieved from: <https://www.pinterest.com/pin/269090146454901111/>

Accessed on: March 29th, 2017.

Appendix - Lesson 5



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 5

Class: 3ºA **Level:** A1 **Date:** May 16th, 2017 **Timing:** 60 minutes

Unit Topic: *My body and face*

Overall aims

By the end of this lesson students should be able to:

- read, identify and write the most common hair and eye colors in a listen and number activity, a read and circle activity and a listen and color activity;
- identify and say face and body parts.

Target Language

- Face: eyes; nose; mouth; ears; hair;
- Body: arms; hands; legs; feet.
- Hair colors: red, blond, brown, black;
- Eye colors: brown, black, green, blue;
- I've got;
- He/She has got;
- Have I got? Yes/No;
- Has s/he got;

Recycled Language

- Numbers: Lesson nº 48;
- Day of the week: Monday; the date/month;
- Weather conditions: It's cloudy, rainy, sunny, windy.

Once again, with the aim of keeping the two special needs students occupied within the English A1 context, worksheets of this level are provided to them.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

I greet the children and begin with the customary question and answer warm-up questions of the lesson number, day of the week, date and the weather conditions. In turn, this information is placed on the board and I give a few minutes for everyone to copy it into their notebooks, walking among them to ensure this is accomplished.

Stage 2 – Listening and writing activities (45 min.)

Specific aims:

By the end of this stage, students should be able to:

- identify, write, and color the eye and hair colors with little effort.

Procedures:

- I announce that in this lesson students will complete some exercises in the student's English books. With the help of two student volunteers, I hand out the books.
- I ask the students to turn to page 48 and I explain the instructions of the "listen and number" activity and begin reading the hair and eye colors for each image on the page. The students must put the images in the correct order by identifying the hair and eye colors that I am saying and match the image with numbers (1-6).
- I draw six picture frames on the board, similar to the activity in the book, and I individually and randomly call on students to provide the correct number. I write the number in the corresponding picture frame on the board and the students correct their activity. I ask if the remaining students agree with each given answer to reinforce the remaining children's engagement in this task.

- Next, I assign a ‘read and circle’ activity on the same page. In this activity the students must circle the words according to the color of the hair and eyes presented in the two images.
- I select two students, individually and randomly, to give the answers out loud. I inquire the remaining students if they agree with the given answers to elicit their participation.
- After finishing this activity, I inform the children that to accomplish the next activity in the book (on page 49) they must have colored pencils, which they promptly take out of their bags. In this activity the students listen to my reading of eye and hair color descriptions belonging to six different colorless characters on that page.

The students listen and identify the eye and hair colors of each character in the activity and color the images accordingly to what they hear and identify.

I walk around the classroom checking their progress and make any comments, if necessary.

- I announce that the faster working students can proceed to the next exercise in their books, which is a “draw and write” activity, in which students must draw their own face and complete the “I’ve got” structure: “I’ve got _____ eyes and _____ hair.” I continue walking around the classroom, giving my support and observing the students’ progress.

Possible problems: Some children might not have colored pencils, in which case, the teacher must either provide some or encourage their classmates to share theirs, if necessary.

Resources/Material:

- Howell, S.M. & Kester-Dodgson, L. (2015, p. 4 - Listen and number & Read and circle; p. 49 - Listen and colour & Draw and write).

Stage 3 – Revision of the face and body parts (10 min.)

Specific aims:

By the end of this stage, students should be able to:

- identify and mime the face and body parts correctly through the physical movements they have previously learned.

Procedures:

- I begin this next stage by telling students that we will play a body part song called “This is me!” I ask the students to stand next to their desks and face me while the song is playing. I begin to physically perform the lyrics and the students do it as well. They are familiar with the movements since they have learned and practiced it during the initial lessons of this didactic unit.

Possible problems: The students might get unsettled with the movement and chanting activity, so, to minimize this, it has been reserved as the last activity of the lesson.

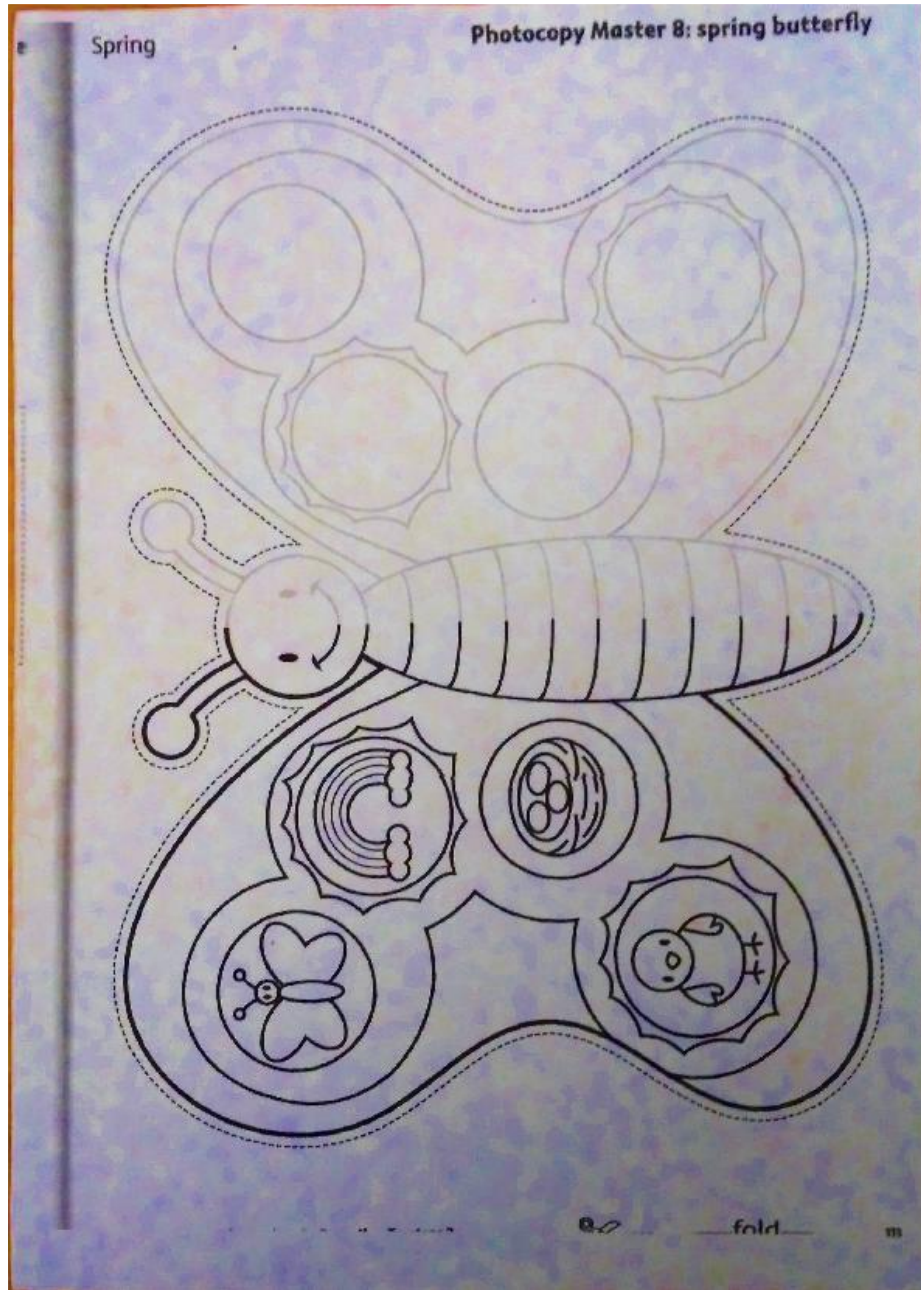
Resources/Material:

- Body parts song “This is ME!”;
- Computer and speakers.

Lesson nº5 Resources/material


Differentiated worksheet 1

From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*.
Oxford: Oxford University Press.



Differentiated worksheet 2

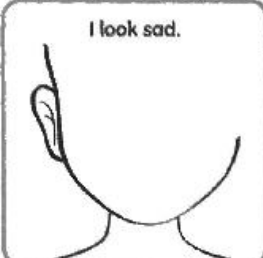





From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*.
Oxford: Oxford University Press.

Unit 6 - The five senses
Arts & Crafts

My name is: _____

The way I look

① Draw faces.

<p>I look sad.</p> 	<p>I look angry.</p> 
<p>I look happy.</p> 	<p>I look tired.</p> 
<p>I look hungry.</p> 	<p>I look _____.</p> 

<http://www.simplysprouteducate.com/2012/08/the-way-i-feel-helping-your-little-one.html>

9

“Body Parts Song for Kids - This is ME! by ELF Learning - ELF Kids Videos”

Retrieved from: <https://www.youtube.com/watch?v=QkHQ0CYwjaI>

Accessed on: March 26th, 2017.

Head, eyes, nose
mouth, ears, chin
arms, hands, fingers
legs, feet, toes
This is me
Here we go
My head, my eyes, my nose
This is me
My mouth, my ears, my chin
This is me
This is me, this is me, this is me.
Arms, hands, fingers, legs, feet, toes.
My arms, my hands, my fingers
Count with me
one, two, three, four, five, six, seven, eight, nine, ten
My legs, my feet, my toes
Count with me
one, two, three, four, five, six, seven, eight, nine, ten
This is me
Here we go
This is me, this is me, this is me, this is me
This is me, this is me, this is me.

Appendix - Lesson 6



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 6

Class: 3ºA **Level:** A1 **Date:** May 19th, 2017 **Timing:** 60 minutes

Unit Topic: *My body and face*

Overall Aims

By the end of this lesson, students will be able to:

- identify and write the face and body part with confidence through miming and singing activities;
- identify the adjectives “big/small” and “short/long” through a visual and movement activity;
- identify the most common hair and eye colors and ‘have/has got’ through a visual and movement activity.
- read and identify short personal descriptions.

Target Language

- Face: eyes; a nose; a mouth; ears; hair;
- Body: arms; hands; legs; feet;
- Adjectives: big/small; tall/short;
- Hair colors: red, blond, brown, black;
- Eye colors: brown, black, green, blue;
- I’ve got;
- He/She has got;

Recycled Language

- Numbers: Lesson nº 49;
- Day of the week: Monday; the date/month;
- Weather conditions: It’s cloudy, rainy, sunny, windy.

Differentiated worksheets are given to the two special needs students for completion during this lesson.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

I greet the students and begin with the warm-up routine questions to which they promptly answer, regarding the lesson number, day of the week and weather. These answers are placed on the board and the students copy them into their notebooks.

Stage 2 – Revisions for test (55 min.)

Specific aims:

In this stage, students should be able to:

- review successfully and strengthen their knowledge of face/body parts, the adjectives “big/small”, “short/long”, the most common hair and eye colors and “have/has got”.

Procedures:

- Following the warm-up, I start by announcing that the evaluation test will be held in the next English lesson and that this lesson’s activities are going to be similar to those on the test.

Task 1

- I distribute the students’ English exercise books with the assistance of two volunteer students.
- I assign the “look and write” activity on page 20, in which they must match the body and face words to the character’s body. I give them five minutes to complete this exercise. Once everyone has completed the exercise, randomly selected students correct the exercise by giving the answer out loud, so all can hear.

Task 2

- Next, I show pairs of flashcards with opposite features, such as “long/short arms” or “big/small eyes”. I walk in the front of the classroom displaying the flashcards, as I use the imperatives: “Point to the long arms”; “Point to the short arms”; “Point to the big eyes”; “Point to the small eyes” and so on for each pair of flashcards.

Task 3

- The following task is a read and circle activity and it is done on the board, in which I draw pictures on the board, and write a descriptive sentence underneath each one as well as “YES/NO”.

E.g.

He has got three eyes. Yes / No.

She has got four eyes. Yes/No.

She has got long hair. Yes/No.

He has got short hair. Yes/No.

She has got red hair. Yes/No. (I used pink chalk to draw the picture to imitate the red hair)

The students draw and copy the sentences to their notebooks and circle the correct option. I inform them that I will wait circa ten minutes for them to accomplish this task. To correct the exercise I call on students, one at a time, to go to the board and circle “Yes” or “No” in relation to each picture and statement. I elicit the remaining students’ participation by asking if everyone agrees with the chosen answer.

Task 4

- In order to review the face and body parts, I play a movement activity with the students, in which I call out imperatives, such as: “Touch your eyes” or “Point to your feet” and so on.
- To finish the lesson, I hand out a sheet of paper with what they have to study for the test – the *Conteúdos para o teste* – and ask them to glue it in their notebooks.

Possible problems: Does not apply.

Resources/Material:

- *Conteúdos para o teste;*
- Teacher-adapted flashcards of opposite features.

Lesson nº 6 – Resources/material

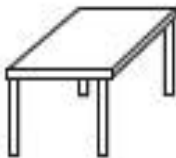







Differentiated worksheet 1

From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*.
Oxford: Oxford University Press.

Unit 2, Lesson 1

Photocopy Master 1: matching game

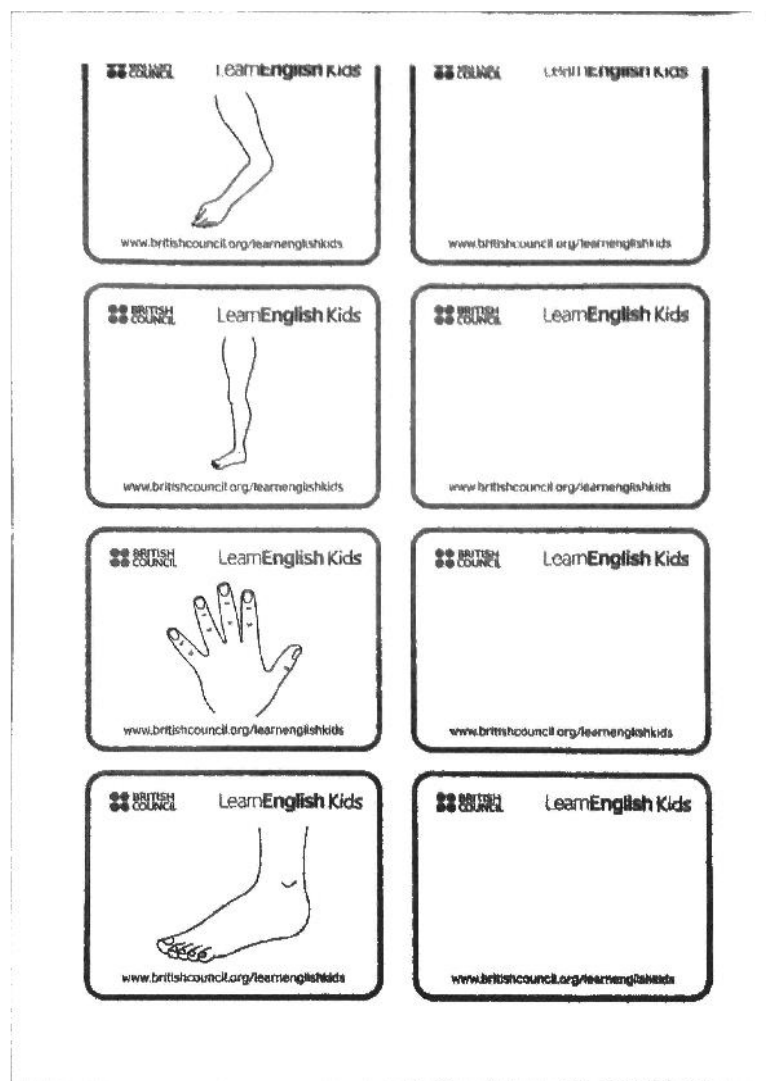
fold

			
desk	bag	pen	pencil
			
chair	ruler	rubber	book

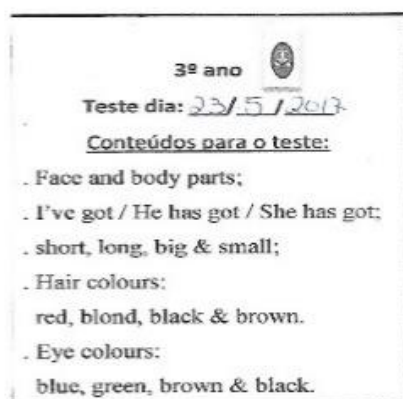
Photocopied from © Oxford University Press. New Treetops 3

Differentiated worksheet 2

Retrieved from: <http://learnenglishkids.britishcouncil.org/en/category/topics/parts-the-body> Accessed on: March 29th, 2017.



Conteúdos para o teste (Teacher-created)



Flashcards of opposite features 1

Retrieved from: <https://www.pinterest.pt/pin/436989970064711540>

Accessed on: June 10th, 2017.



Flashcards of opposite features 2

Retrieved from: <https://www.aboutanimals.com/mammal/bornean-orangutan/>

Accessed on: May 13th, 2017.



Flashcards of opposite features 3

Retrieved from: <http://www.schmooney.com/contact.html> Accessed on: April 13th, 2017.



Flashcards of opposite features 4

Retrieved from: <http://www.thezoom.com/2014/04/15642/>

Accessed on: April 13th, 2017.



Appendix - Lesson 7



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 7

Class: 3ºA **Level:** A1 **Date:** May 23rd, 2017 **Timing:** 60 minutes

Unit Topic: *My body and face*

Overall Aims

By the end of the lesson, students will be able to:

- accomplish a written test with the unit contents with good performance.

Target Language

- Listen, identify and write face and body part vocabulary;
- Eye and hair color chunks;
- Listen, identify and write personal descriptions of oneself and of others;
- I've got / He has got / She has got;

Recycled Language

- Numbers: Lesson nº 50 ;
- Day of the week: Monday; the date/month;
- Weather conditions: It's cloudy, rainy, sunny, windy.

Despite the fact that the two special needs students do not receive a mark on the evaluation test, they are given the test and the extra worksheets, as were the rest of the students.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

As has been regularly done throughout the didactic unit, I address the children with the typical greetings, such as: “Hi” or “Hello” and they reply. Although an evaluation test is carried out in this lesson, the customary warm-up questions are asked and the students’ answers are written on the board, along with the usual flashcards to show the weather conditions of the day. I give the students 2/3 minutes to write this information into their notebooks. The students additionally write evaluation test underneath this heading.

Stage 2 – Test (30 min.)

Specific aims:

By the end of this stage, students should be able to:

- to complete a test made up of listening, reading, writing, drawing and coloring exercises.

Procedures:

- I check if the students have pens and colored pencils to complete their tests.
- I hand out the tests.
- I read through the test out loud and carefully explain the directions of each of the four sections. I additionally inform the children that as they finish and hand in their tests, they should get worksheets from my desk and work on completing them.
- Since my reading is necessary for the completion of the first and second sections, I read the indispensable information and the students complete the tasks.
- While the children do the rest of the test, I walk around the classroom and answer any questions that may arise.

Possible problems: Taking into consideration that some students might lack school supplies, the teacher must provide a box of colored pencils for them to complete the coloring sections in the test.

Resources/Material:

- Evaluation test (Appendix 10).

Stage 3 –After test tasks: Extra worksheets (25 min.)

As the students finish their tests, I hand out worksheets for the students to complete. All of these exercises are related to the didactic unit theme.

Specific aims:

By the end of this stage, students should be able to:

- complete English worksheets of face/body parts and eye/hair colors;
- play a movement game very easily.

Procedures:

- For the faster working students, who quickly finish their tests, I provide English worksheets to keep them occupied and further practice the unit theme of *My body and face*.
- Once all the students have completed the test, I suggest that we play “Simon Says” with the face and body parts.

Possible problems: If young learners are doing worksheets solely to be kept busy, it will give them the idea that it is not mandatory, this might lead to some recreational behavior and excessive talking, which may disturb their classmates who are still taking the test. Perhaps, it is advisable that they be adverted that these exercises might serve as formative assessment, so they take them more seriously.

Resources/Material:

- Extra worksheets for after the test.

Lesson nº7 – Resources/material

Evaluation test (See Appendix 10 – Evaluation test)

Teacher-created with material from:

Images in group 2, Bud and Holly images, Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*. Oxford: Oxford University Press;

Image in group 3, Retrieved from: <https://www.dreamstime.com/royalty-free-stock-image-parts-body-illustration-labels-image32732696> Accessed on: May 1st, 2017;

Elephant in group 4, Lindade, C., Botelho, S. & Lucas, T. (2016). *Stars 4. Teacher's File*. Porto: Areal Editores;

Images in group 1 and flamingo in group 4, Retrieved from: <http://www.clipartkid/> Accessed on: March 23rd, 2017;

Monsters in group 4, Retrieved from: <http://www.mycutegraphics.com/graphics/monster-images.html> Accessed on: March 23rd, 2017;

Pinocchio in group 4, Retrieved from: <http://www.italymagazine.com/dual-language/dual-language-pinocchio-chapter-1> Accessed on: May 1st, 2017:

Long-haired girl and short-haired boy in group 4, Hiensch, J. (2015). *The Chatter Box*. Level A1/A2. Figueira da Foz: Bang the Button.







After-test worksheet 1

Retrieved from: <https://www.allkidsnetwork.com/worksheets/body/body-missing-letters-worksheet.asp?print=1> Accessed on: May 1st, 2017.

Name _____

Body Worksheets Body Word Scramble

Look at each body part picture and unscramble the letters and write the name of the body part on the line provided.

 _____	 _____
 _____	 _____
 _____	 _____

After-test worksheet 2

Retrieved from: <http://www.eslkidslab.com/worksheets/body/bodyparts.pdf>

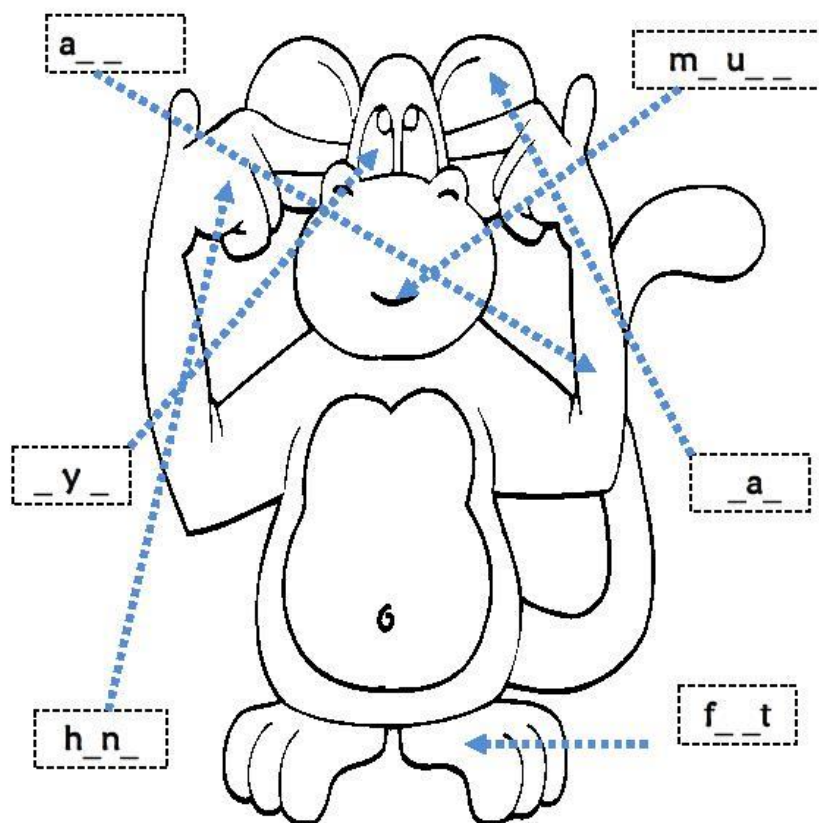
Accessed on: May 1st, 2017.

BODY PARTS

Fill in the missing letters to spell and label body parts

Name: _____

Date: _____



Copyright










www.english4kids.com

ESL KIDS LAB

After-test worksheet 3

From: Howell, S. & Kester-Dodgson, L. (2015). *New Treetops 3. Resources*. Oxford: Oxford University Press.

Photocopiable © Oxford University Press. New Treetops 3

1  green eyes, red hair	2  brown eyes, blond hair	3  blue eyes, black hair
4  blue eyes, red hair	5  green eyes, blond hair	6  blue eyes, blond hair
7  green eyes, black hair	8  brown eyes, red hair	9  brown eyes, black hair

Unit 6, Round up


 Photocopy Master 10: guess who game

.....fold.....

After-test worksheet 4

Retrieved from: <https://www.grammarbank.com/support-files/body-word-search.pdf>

Accessed on: May 1st, 2017.



BODY

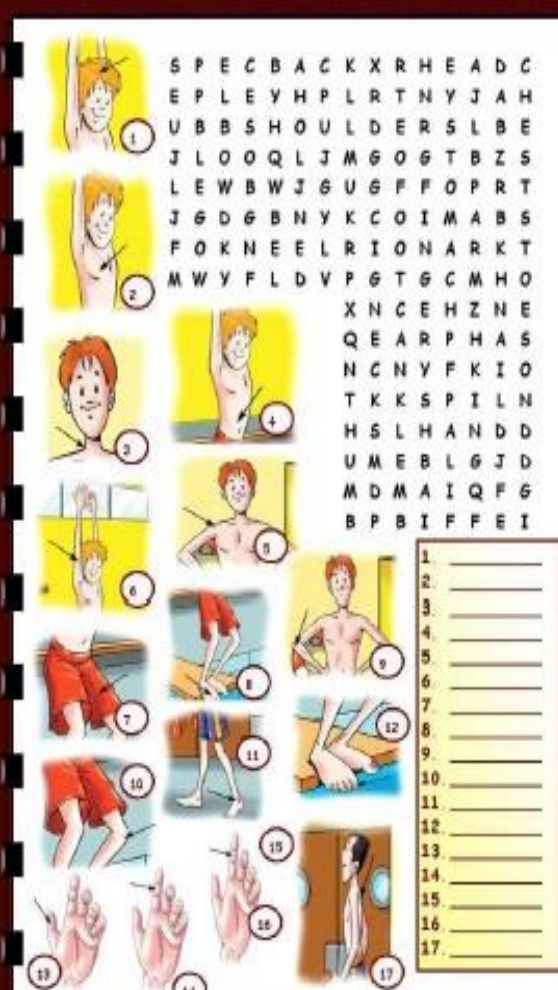
head chest stomach neck

shoulder elbow arm leg

foot knee ankle toe

back hand finger thumb

forefinger nail



S P E C B A C K X R H E A D C
E P L E Y H P L R T N Y J A H
U B B S H O U L D E R S L B E
J L O O Q L J M G O G T B Z S
L E W B W J G U G F F O P R T
J G D G B N Y K C O I M A B S
F O K N E E L R I O N A R K T
M W Y F L D V P G T G C M H O
X N C E H Z N E
Q E A R P H A S
N C N Y F K I O
T K K S P I L N
H S L H A N D D
U M E B L G J D
M D M A I Q F G
B P B I F F E I

1 _____
2 _____
3 _____
4 _____
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7 _____
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10 _____
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12 _____
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14 _____
15 _____
16 _____
17 _____

Appendix - Lesson 8



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 8

Class: 3ºA **Level:** A1 **Date:** May 26th, 2017 **Timing:** 60 minutes

Unit Topic: *My body and face*

Overall aims

By the end of this lesson students should be able to:

- identify through reading face and body parts;
- produce a drawing using the face and body parts and the adjectives: “big/small” and “short/long”.

Target Language:

- Hair colors: red, blond, brown, black;
- Eye colors: brown, black, green, blue;
- Big / small and short / long;
- He has got /She has got;

Recycled Language:

- I’ve got;
- Have I got? Yes/No;
- Numbers: Lesson nº 51;
- Day of the week: Monday; the date/month;
- Weather conditions: It’s cloudy, rainy, sunny, windy.

In this lesson, once again differentiated worksheets are provided to the two special needs students, in order to keep them busy within the English A1 level.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

I start the lesson by greeting the children with “Hello” and they answer back, followed by the usual inquiry on the lesson number, day of the week and weather conditions, to which the children give answers and I write these on the board and stick the weather flashcard as well, while the students write them into their notebooks.

Stage 2 – Questionnaire and *draw the monster* (40 min.) and evaluation test (40 min.)

Specific aims:

In this stage, students should be able to:

- answer a questionnaire about the English lessons I have taught them;
- read and identify written vocabulary of some face/body parts and simple personal descriptions, autonomously;
- three students who were absent last lesson will take the test (see Resources/material in Lesson n.7), while the others answer a questionnaire and do a *draw the monster* activity.

Procedures:

Task 1

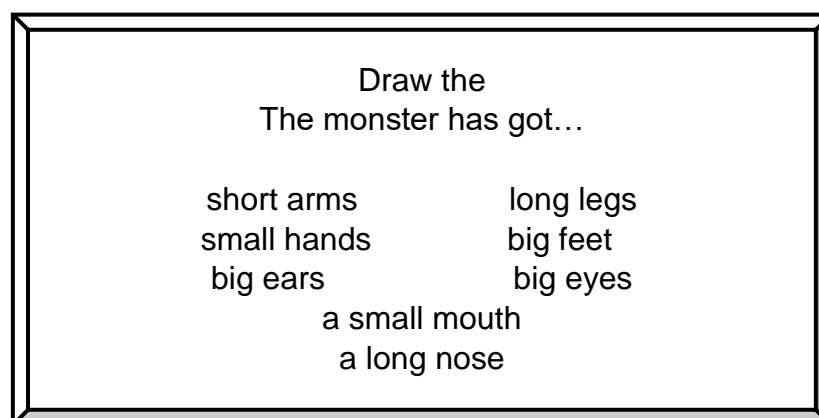
- Firstly, I explain to all the students that this lesson will be different than the previous ones because three classmates will be doing their evaluation test, while the others will be answering a questionnaire, followed by a drawing activity.
- I separate the three students who need to fulfill their evaluation tests from the rest of the class and sit two of them at my desk and the other one at a separate desk next to mine.
- I promptly hand out the questionnaires to the other students and briefly explain the importance of it to collect their opinion about our lessons together. They begin to fill it out.

- I then turn my attention to the three children about to do their tests and begin reading section one and section two. They continue to complete the rest of the test on their own.
- Turning my attention back to the remaining students, I collect their questionnaires and prepare for the next activity.

Task 2

- While the three students are still working on their evaluation tests, I ask the rest of the students to draw a monster in their notebooks according to the adjectives and face and body parts I write on the board. At this point, having observed their performance during the didactic unit and considering the positive test results, the students are capable of carrying out this task with no difficulty.

The board looks like the following:



- I circulate around the classroom, checking and admiring their monster drawings. Pictures of their creations can be taken and hung in the classroom for all to see. I include some images in the resource section of this lesson.

Possible problems: During differentiated and simultaneous activities, as was the case in this lesson, students might get too noisy; therefore, I assign a “Draw the monster activity” to engage the majority of them with creativity, while I am able to focus more attention on the three students who are taking the test. However, when administering a test to few students during a normal lesson, it is not advisable to have test sections where the teacher needs to read mandatory information, since this requires too much attention from the teacher. It is wiser to readapt those sections, so no reading needs to be done by the teacher, who in turn needs to assist the remaining children.

Resources/Material:

- Questionnaire (Appendix 13);
- Evaluation test (Appendix 10);
- Board;
- Notebooks;
- Coloring pencils.

Stage 3 – Test correction (15 min.)**Specific aims:**

By the end of this stage, students should be able to:

- read, listen to, identify and understand the test contents very well.

Procedures:

- Once the three students have concluded their tests, I inform the class that the test correction will be carried out together. I hand back the tests to the other students, who have done in it the previous lesson, and do the correction together. I ask the three students, who have done their tests this lesson, to look on to their partner's test.
- I begin by praising the children on their positive test results and I begin reading the instructions of the first section, calling on students to orally say each answer. I write the sentences from section two on the board and I select two students to read one at a time as I copy each one on the board. I read the instructions of each of the remaining test sections, three to five, and in the same manner, individually calling on students to give their answers. To finalize this task, I collect the tests to give them to their English teacher, since these need to be kept in school.

- **Resources/Material:**

- Evaluation test (Appendix 10);
- Board.

Lesson nº8 – Resources/material

Questionnaire (Appendix 13)

Differentiated worksheet 1

From: Albuquerque, S. & Marques, S. (2015). *Seesaw. Activity Book. Inglês-3º Ano*. Lisboa: Texto Editores.

Cutout Days of the week		Unit 7
M _ nd _ y	M _ nd _ y	
T _ _ sd _ y	T _ _ sd _ y	
W _ dn _ sd _ y	W _ dn _ sd _ y	
Th _ rsd _ y	Th _ rsd _ y	
Fr _ d _ y	Fr _ d _ y	
S _ t _ rd _ y	S _ t _ rd _ y	
S _ nd _ y	S _ nd _ y	

Differentiated worksheet 2



From: Albuquerque, S. & Marques, S. (2015). *Seesaw. Activity Book. Inglês-3º Ano*.
Lisboa: Texto Editores.



Extension worksheet



Starter Unit
Greetings



NAME



DATE - -



1. Count, add and write.  



a)  +  = six



b)  +  = _____

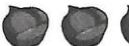

c)  +  = _____



d)  +  = _____



e)  +  = _____



2. Count, subtract and write.  



a)  -  = two

b)  -  = _____

c)  -  = _____

d)  -  = _____

e)  -  = _____

3. Read and write.  

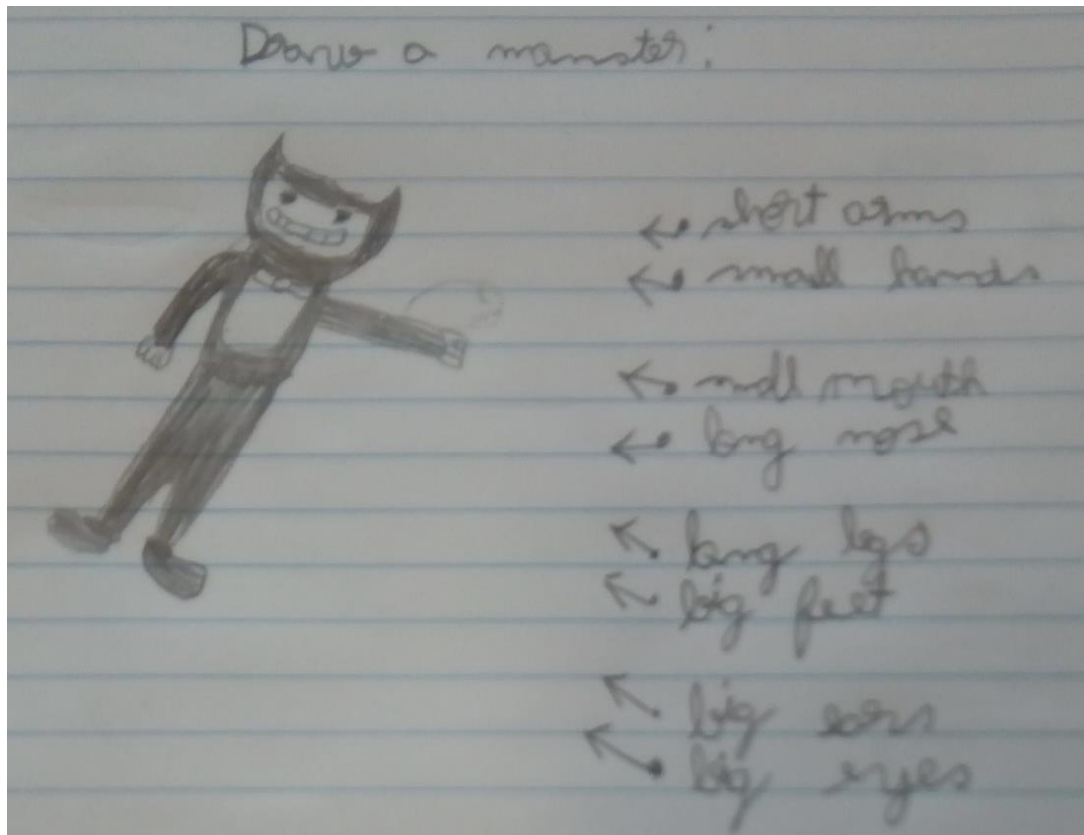
a) What's your name? _____

b) How old are you? _____

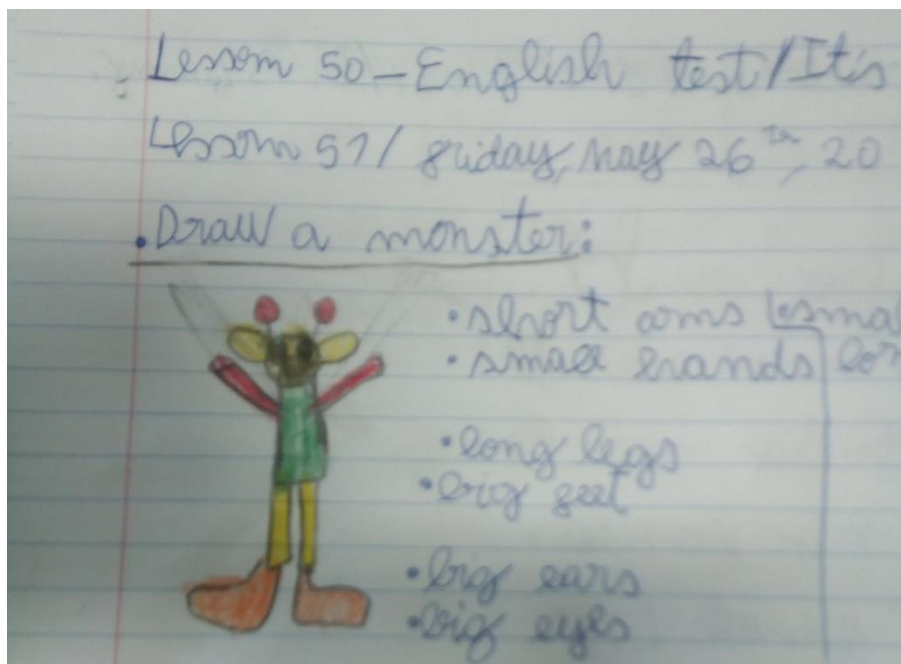
4

Draw the monster - Five drawings created by the students

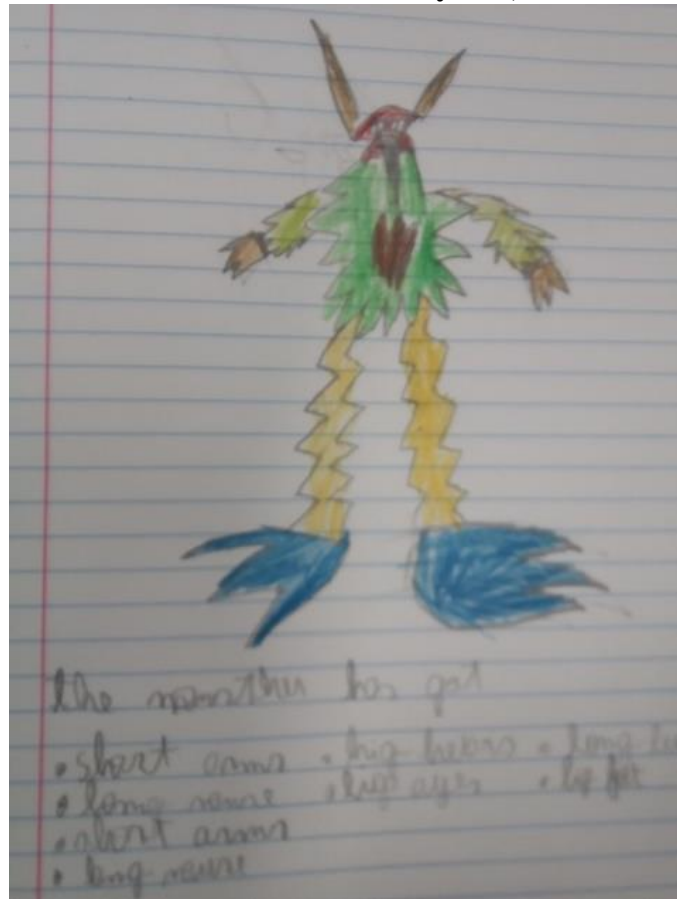
Student-created 1 on May 26th, 2017.



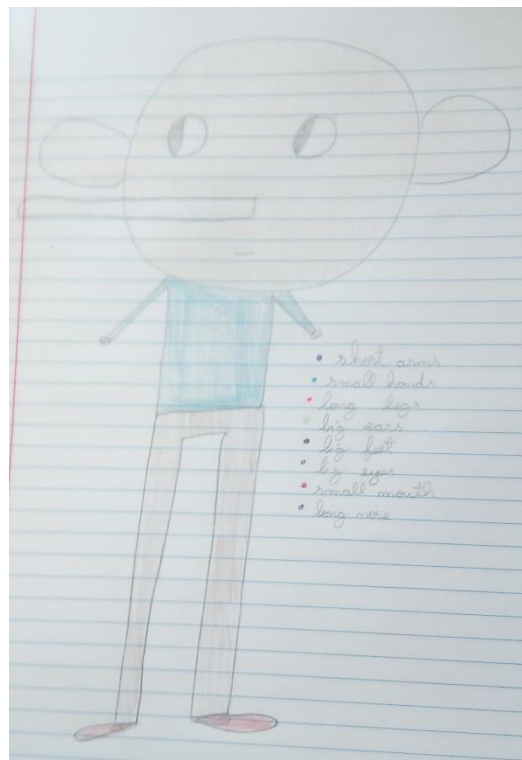
Student-created 2 on May 26th, 2017.



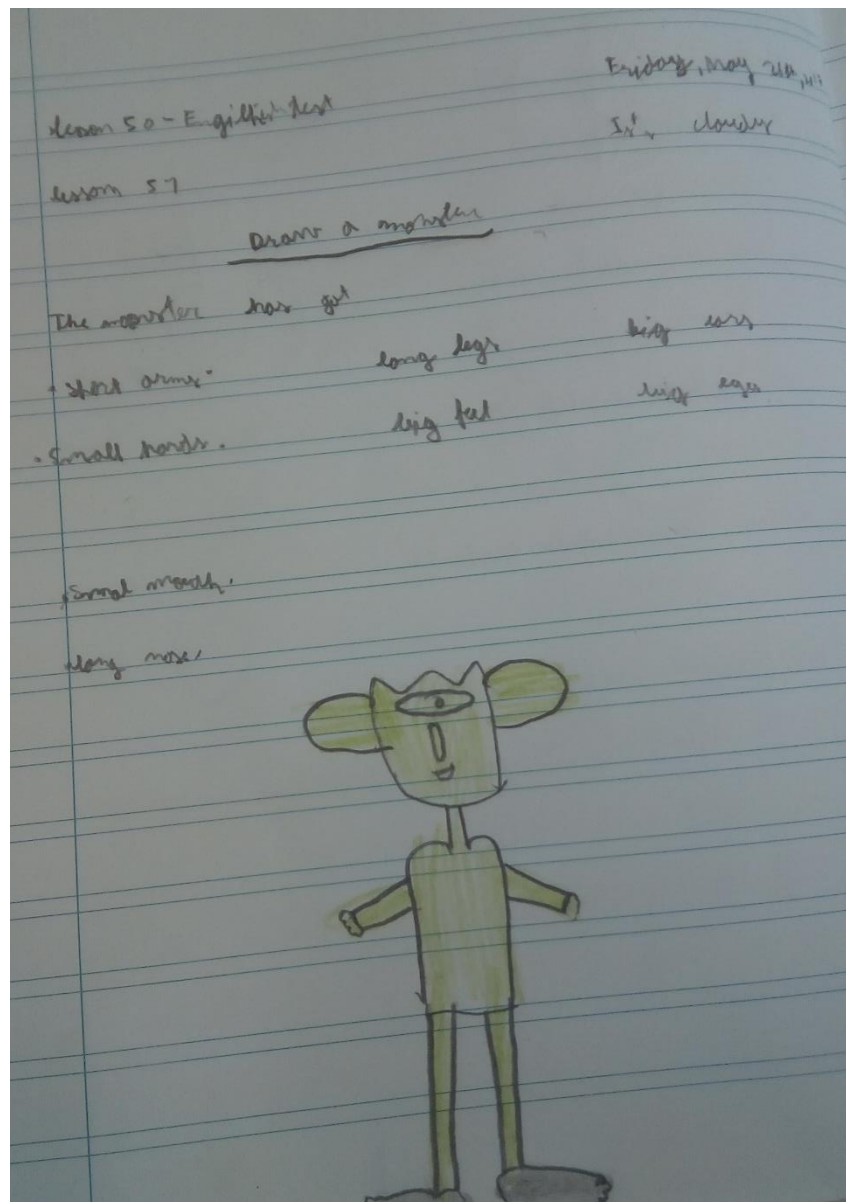
Student-created 3 on May 26th, 2017.



Student-created 4 on May 26th, 2017.



Student-created 5 on May 26th, 2017.



Appendix - Lesson 9



Escola Básica 1º Ciclo Professor Oliveira Marques
Ano Letivo 2016/2017

Lesson 9 (Substitution)

Class: 3ºA **Level:** A1 **Date:** June 2nd, 2017 **Timing:** 60 minutes

Unit Topic: *My body and face*

Overall aims

By the end of this lesson students should be able to:

- identify different foods when reading;
- read and say the different food names;
- distinguish and say the structures: 'I like' and 'I don't like';
- identify and orally respond to the question: 'Do you like....?' / 'Yes, I like...'
Or 'No, I don't like...'.

Target Language

- I like/I don't like.
- Food lexis: orange juice, sandwiches, cakes, carrots, grapes, water, crisps, cheese.

Recycled language

Numbers: Lesson nº 53;

- Day of the week: Monday; the date/month;
- Weather conditions: It's cloudy, rainy, sunny, windy.

The English teacher asked me to replace him in this lesson due to his foreseen absence, to which I promptly accepted. The lesson was carried out according to the lesson plans he had prepared. All the students participated in the planned activities, including the special needs students, since I received no indication otherwise.

Development of the lesson

Stage 1 – Warm-up routine (5 min.)

The usual greetings are exchanged, after which the lesson number, day of the week and weather conditions are relayed by the children and written on the board, as well as the flashcard indicating the type of weather that day.

I explain to the students that due to the English teacher not being able to teach today, I would be substituting him with that day's English lesson on *Food*, which they have begun in the previous lesson n. 52.

Stage 2 – Revision of food (Lead-in) (15 min.)

Specific aims:

By the end of this stage, students should be able to:

- listen, identify and say some food/beverage names.

Procedures:

- I begin by telling the students that in this lesson activities on some types of food/beverages, which they have previously learned with their English teacher, will be carried out.
- To review this vocabulary, I display food flashcards and ask the students to chorally call out the correct name of each one. I proceed to stick each flashcard on the board and write the name underneath. Afterwards, I ask them to copy these names into their notebooks and their meanings in Portuguese.
- To finish this review, I point to each flashcard, say the name of the food/beverage and ask the students to repeat after me.

Possible problems: Does not apply.

Resources/Material:

- Food and beverage flashcards;
- Board;
- Notebooks.

Stage 3 – Student book activities (30 min.)

Specific aims:

By the end of this stage, students should be able to:

- listen and identify food/beverage lexis with little effort.

Procedures:

- After reviewing food/beverage vocabulary, I hand out the student and exercise books with the help of two volunteers. I ask the children to open their student's book to page 56 and I explain the instructions of the two exercises that will be done. I play the CD track for the first exercise and they must listen to the food/beverage names and point to the correct images on the page. In the next exercise, they must listen and repeat the food/beverage names as they are being said.
- Immediately after, I assign and explain the exercise on page 24 of the exercise book. Here, they need to look and match the correct food names to the correct image number. The students complete this activity on their own within five minutes. I select students to read their answers out loud and I ask the rest if they agree.
- In order to prepare for the last activity of the lesson, I show the food flashcards, once again, one at a time, eliciting individual students to answer my question, "Do you like...?" The student answers, "Yes/No." After about three times, I then ask him/her to answer with a complete sentence, "Yes, I like..." or "No, I don't like..." (e.g. "Do you like orange juice? No, I don't like orange juice.")
- Following this brief revision of the "I like/I don't like" structure, I ask them to do one last exercise in their student's book on page 58. I tell the students they have five minutes to complete it. To change the customary correction of exercises done by students, I select one student to stand up next to me in front of the class. I then call on students to individually give each answer, while the student standing with me points to the correct image in the book I am holding up, so all could see. Each time, I ask the students, "Do you agree?", and they answer collectively.

- To finish up this lesson, I write the following structures on the board: “Do you like...?” and the two possible answers: “Yes, I like.../No, I don’t like...”, so the students can copy them into their notebooks.

Possible problems: This lesson was a great example of how these students have different learning speeds and behavior. Concerning the former issue, while some students found the exercises in the student’s book extremely easy, others struggled. Perhaps one way to overcome different learning paces, could be to provide at least two differentiated activities for most of the lessons. As for the behavior issue in the classroom, this could possibly be prevented by providing activities that fit in with those particular students’ preferences, so to engage them more. It must be noted though that some behavior issues need to be addressed in articulation with the school community and not in the classroom alone.

Resources/Material:

- Food and beverage flashcards;
- Howell & Kester-Dodgson (2015a, pp. 56 - Listen and point & Listen and repeat; 58 - Listen and match & Read and match);
- Howell & Kester-Dodgson (2015b, p. 24 - Look, match and write).

Stage 4 – English awards and “positive stickers” (10 min.)

Specific aims:

At the end of this lesson, and because it was my last time with them, each student received a personalized English award and a “positive sticker” with words of praise, such as “Amazing”, “Excellent” and “Fantastic”, a recognition for their efforts and achievements during this didactic unit.

Procedures:

- I call each student at a time to receive a symbolic English award with his/her name on it and a “positive sticker” on their shirts.

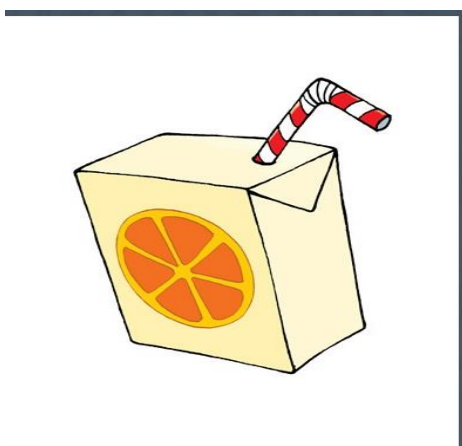
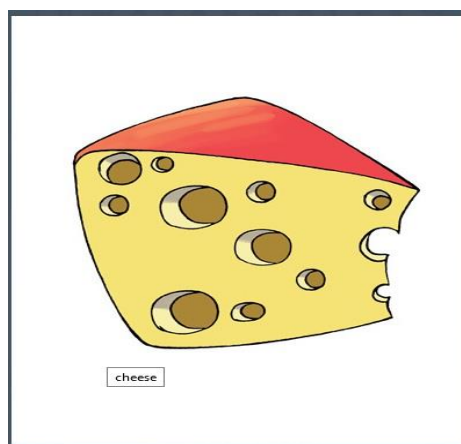
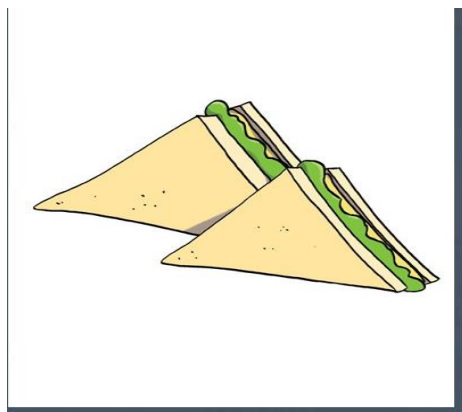
Resources/material:

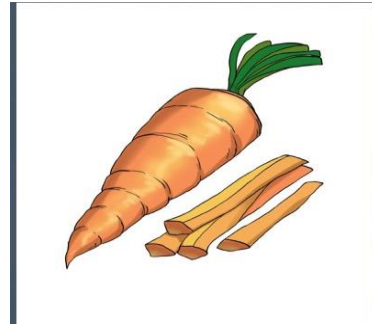
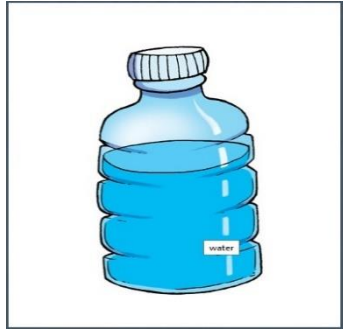
- English awards.
- Teacher-created stickers.

Lesson nº9 - Resources/material (substitution class)

Food and beverage flashcards

From: Howell, S.M. & Kester-Dodgson, L. (2015). *New Treetops 3*. Oxford: Oxford University Press.





English award

Teacher-adapted from: <http://bbcpersian7.com/categories/thumbs-up-smiley-face-clip-art.html> Accessed on: on June 1st, 2017.



“Positive stickers” (Teacher-created)



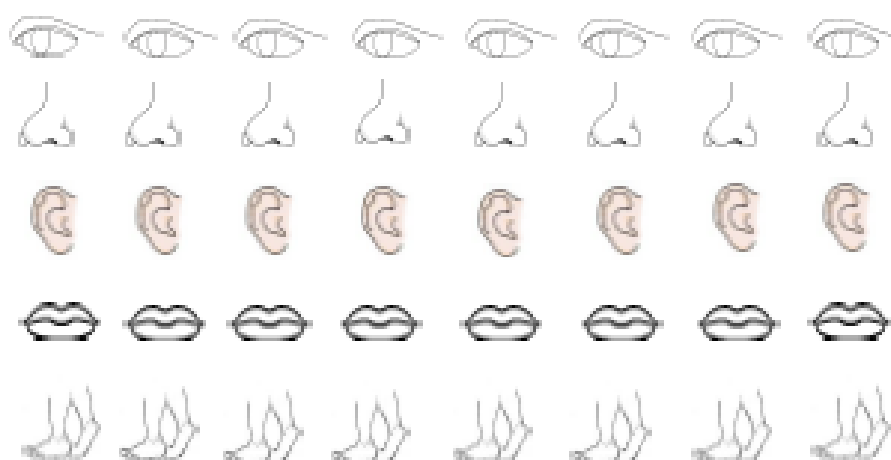
Appendix 10 – Evaluation Test

 AGRUPAMENTO DE ESCOLAS PATRÍCIO PRAZERES FICHA DE AVALIAÇÃO DE INGLÊS - 3ºano		Classificação
		Q(A) Professor(a)
		O Enc. Educação

Nome _____

____º Ano Turma _____ / ____ / ____

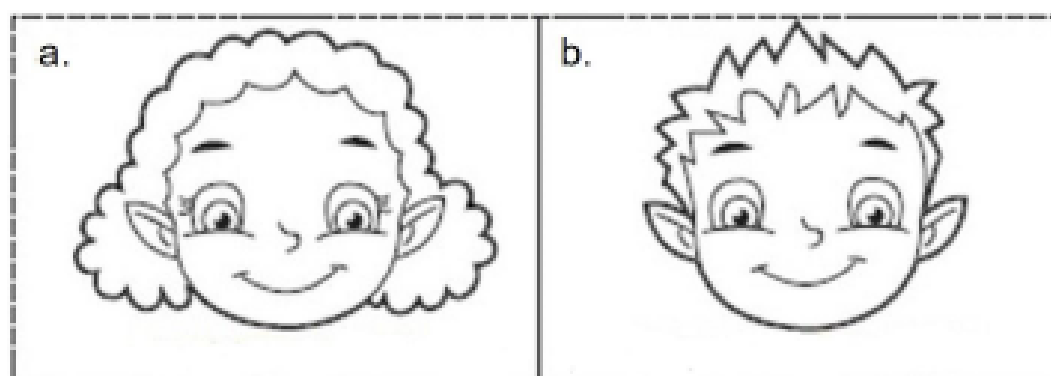
1) Listen and colour.



2) Listen, write and colour.

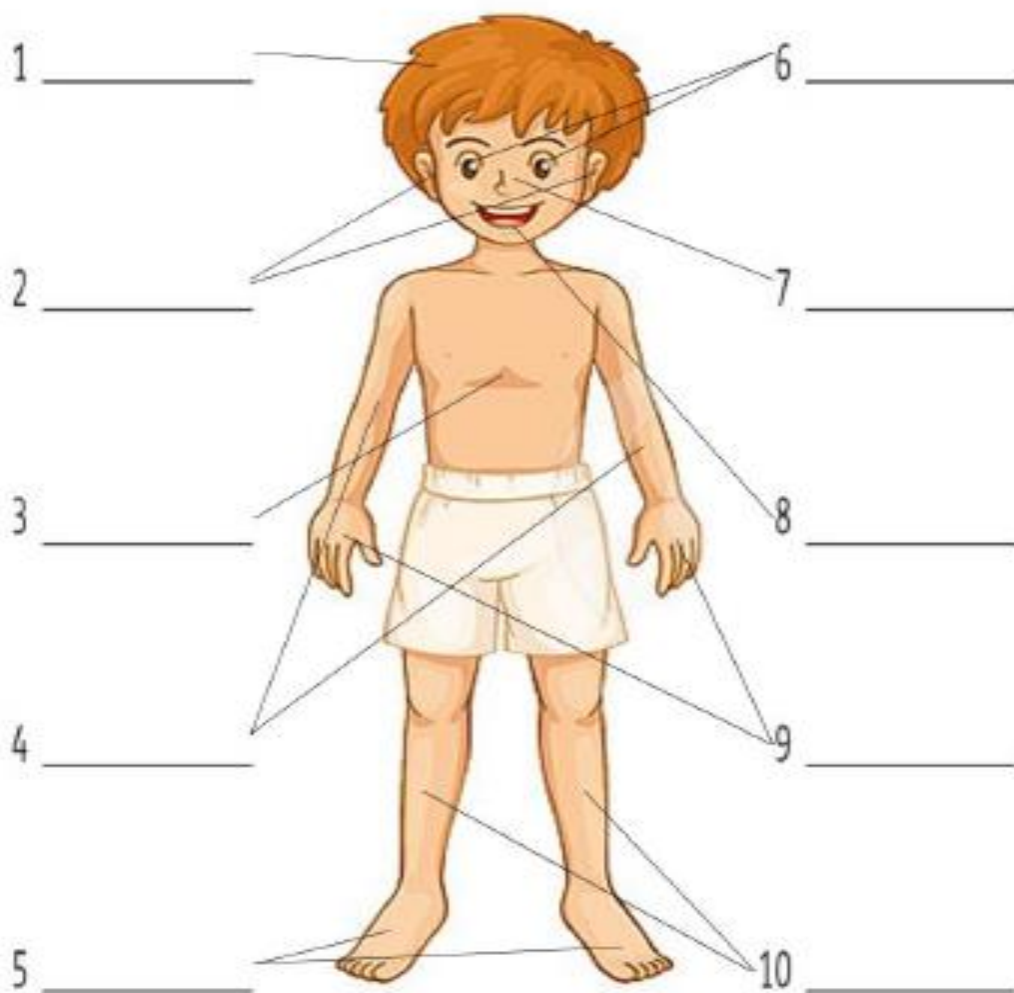
a. _____.

b. _____.



3) Look and write

hair a body ears feet eyes hands a mouth legs a nose arms



4) Read and circle.



1. He has got one eye.

Yes. No.



3. He has got short legs.

Yes. No.



5. She has got long hair.

Yes. No.



2. He has got big ears.

Yes. No.



4. He has got a big nose.

Yes. No.



6. He has got short hair.

Yes. No.



5) Write about you.

brown	black	green	blue
red	blond	long	short

Hello, my name is _____.

I've got _____ eyes and _____, _____ hair.

Draw and colour a picture of you.



Good luck!
Teacher Carol

Appendix 11 – Evaluation test grid

Grelha Avaliação_ficha de avaliação

Date: May 23, 2017

Alunos	LISTENING (20)	READING (24)	READING (20)	READING (12)	READING (24)	TOTAL		Notes
	listen/colour (4x)	en/write/colour (4x)	writing (2x)	circle (2x)	re/draw/colour (5x)	%	Grade	
Student 1	16	22	20	12	21	91	Very Good	
Student 2	20	20	11	0	11,5	62,5	Sufficient	May 26, 2017
Student 3	20	16	16	8	22	82	Good	
Student 4						0	Insufficient	
Student 5	16	24	16	12	24	92	Very Good	
Student 6	16	24	20	12	19	91	Very Good	
Student 7	20	20	19	12	24	95	Very Good	May 26, 2017
Student 8						0	Insufficient	
Student 9	16	24	18	12	19	89	Good	
Student 10	16	22	20	12	24	94	Very Good	
Student 11	16	10	2	10	18	56	Sufficient	
Student 12	20	19	13	12	23	87	Good	
Student 13	20	24	20	12	24	100	Very Good	
Student 14	20	24	20	12	24	100	Very Good	
Student 15	16	18	15	12	24	85	Good	
Student 16	20	24	20	12	24	100	Very Good	
Student 17	20	24	20	12	24	100	Very Good	
Student 18	20	24	20	12	24	100	Very Good	
Student 19	20	23	14	10	23	90	Very Good	
Student 20	18	24	20	12	24	98	Very Good	
Student 21	20	23	20	12	19	94	Very Good	
Student 22	20	19	8	8	23	78	Good	May 26, 2017
Student 23	18	14	14	12	24	82	Good	
Student 24	20	24	18	12	24	98	Very Good	
Student 25	20	20	14	10	24	88	Good	
Student 26	20	21	20	12	24	97	Very Good	
Student 27	20	18	19	10	19	86	Good	

Grades:	Insufficient	0 - 49%	Good	70 - 89%
	Sufficient	50 - 69%	Very Good	90 - 100%

* sufficient

Appendix 12 – Observation grid

Observation grid

Code system: VG - Very Good G - Good S - Satisfactory NS - Not satisfactory

Unit 6 My body & face	Motor activities		Speaking activities		Visual activities		Writing activities		Reading skills		Attitudes and behavior		
	Shows global understanding when teacher speaks	Participates intelligibly	Pronounces intelligibly	Uses classroom language	Associates lexis and image	Uses visual clues as aids to meaning	Matches simple dialogs to characters	Completes chart with specific info	Recognizes words in context	Follows simple written instructions	General class participation	Respects diversity	Respects classroom rules
Pupils													
Student 1													
Student 2													
Student 3													
Student 4													
Student 5													
Student 6													
Student 7													
Student 8													
Student 9													
Student 10													
Student 11													
Student 12													
Student 13													
Student 14													
Student 15													
Student 16													
Student 17													
Student 18													
Student 19													
Student 20													
Student 21													
Student 22													
Student 23													
Student 24													
Student 25													

Teacher created
April 2017

Appendix 13 – Questionnaire






EB 1º Ciclo Professor Oliveira Marques Agrupamento de Escolas Patrício Prazeres

Data: _____ Turma: 3ºA

Eu gostava de saber a tua opinião.

Por favor, responde às seguintes questões.

Põe um X na carinha certa.	 Sim	 Assim assim	 Não
1. Gostaste das aulas de Inglês com a Teacher Carol?			
2. Entendeste a Teacher Carol quando ela falava em Inglês?			
3. Gostaste de aprender a dizer e a escrever a tua descrição em Inglês?			
4. Gostaste de fazer os movimentos nas aulas de Inglês?			

5. Gostarias de continuar a fazer atividades com movimentos nas aulas de Inglês?

(Põe um X na tua resposta).

☐ SIM

☐ NÃO

Obrigada pela tua opinião!

Teacher Carol

Teacher created April 2017